DOCUMENT RESUME

ED 265 370 CE 043 344

AUTHOR Harris, Ron, Ed.
TITLE Montana Cooperative Education Handbook.
INSTITUTION Montana State Dept. of Public Instruction, Helena.
PUB DATE 85
NOTE 137p.; Appendixes AA-GG are not included in this document.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Academic Standards; Advisory Committees; Career Guidance; College Programs; Compliance (Legal); *Cooperative Education; *Cooperative Programs; Education Work Relationship; Guidelines; Legal Responsibility; Postsecondary Education; Program Administration; Program Development; Program Evaluation; *Program Implementation; Public Relations; Secondary Education; Sex Fairness; State Legislation; *State Programs; State Standards; Student Organizations; Vocational Education
IDENTIFIERS *Montana

ABSTRACT

This revised handbook was developed to help teachers and administrators in Montana conduct cooperative education programs. The handbook is organized in 13 sections. In narrative style, the first 11 sections cover the following topics: introduction to cooperative education, advisory committees, related instruction, coordination of activities, secondary program standards, sex equity, youth groups, public relations, evaluation, vocational guidance, and legal responsibilities. The final two sections are supplements describing cooperative education programs in postsecondary vocational education and in colleges. Twenty-one appendixes include a glossary, a list of resources, surveys and other forms, and the Montana State Univeristy Cooperative Education Program Learning Contract. (KC)

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ACKNOWLEDGEMENTS

The Montana Cooperative Education Handbook was developed from two grants initiated by Ron Harris, Director of Cooperative Education at Montana State University. The first grant funded in 1982 by the Office of Public Instruction, substantially rewrote the Montana Cooperative Education Handbook. A team of competent vocational educators from throughout Montana was assembled and provided recommendations for the final draft.

The second grant funded by the Office of Public Instruction in 1984 provided for an updating of the contents of the 1982 edition of the handbook. The editor for this revision is Ron Harris. The editor is particularly indebted to Jeff Dietz, who served as the handbook editor in 1982, and on whose writings the 1984-85 edition builds; Norm Millikin, presently the Assistant Dean of the College of Business at Montana State University, and formerly Department Head of Business and Office Systems; and Alice Rimkkus, who designed the original handbook cover.

Special thanks to Dee George who served as typist for this revision.

MONTANA COOPERATIVE EDUCATION HANDBOOK

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FOREWARD

Recent studies have shown the greatest amount of learning occurs when one applies acquired knowledge in a practical work situation. For many people, the ability to bridge the gap between the classroom and the world of work is crucial to success in life.

Cooperative Education programs provide the bridge between the classroom and the world of work. At its best, cooperative education represents a partnership between an educational institution and an employer in which a student receives relevant, structured instruction in his/her chosen occupational field. In this way students learn to relate newly acquired knowledge and skills to effective work performance.

Montana's cooperative coordinators represent a group of experienced and dedicated professionals. This handbook was written and designed to help them, and aspiring coordinators, do their work effectively and efficiently.

Suggestions were received from cooperative coordinators in the field, undergraduate and graduate students in cooperative education classes at Montana State University, and administrators of cooperative programs in Montana and other states. Additional input is welcomed for the next edition of the handbook.

Ron Harris
Editor

Introduction To Cooperative Education

1.0 INTRODUCTION TO COOPERATIVE EDUCATION

It is increasingly difficult for young people to learn how to work. Such limiting factors as insurance regulations, rigid school schedules, government regulations and funding formulas based upon attendance exclude young people from the work place. Since relatively few children observe their parents engaged in their paid occupations, the world of work and the career development process often represents a mystery as well as a closed door to our youth.

What happens when young people try to join our private enterprise system? Too often they are rebuffed, or find jobs that they consider unsuitable, or give up in a state of confusion and frustration. And because they live in a work-oriented society, their self-esteem may also be damaged due to their inability to contribute and share in the rewards of the system.

What is needed then, is an orderly transition between education and the world of work. One successful transition model which has been in use for over 75 years is the cooperative method of instruction. Cooperative education gives students the opportunity to combine academic skills with paid work experiences. Because this program occurs as part of the student's curriculum, it serves as a steppingstone to career choices.

1.1 Definition

A definition of cooperative education is provided in Public Law 90-576 which identifies it as:

> ". . . a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses

and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time in fulfilling the cooperative work-study program."

Students who will benefit from the cooperative method, and who are able to attain entry level skills in the occupation of their particular interest, may participate in the program. Participating students work in actual jobs, explore career options, experience employer-employee relationships and understand how their classroom instruction relates to their career interests. In general, cooperative students experience the work environment much like any other employee except that they benefit from instruction, guidance and training offered by both the school and the employer.

1.2 Definitive Characteristics

Some definitive characteristics of the cooperative method of instruction are:

Students are paid by their private or public employers at a level comparable with other employees at a similar level.

The emphasis of the program is on career development rather than on financial assistance.

Students receive academic credit for both their related class and work experience.

The occupational experience and training is based upon a formal written agreement between the employer, school, student and parent.

An identified employment sponsor offers students training and assistance as they rotate through various job categories.

Students utilize a training plan as they acquire a variety of planned learning experiencesduring their work experience.

A school coordinator correlates the work experience with classroom instruction and oversees the operation of the program.

1.3 Advantages of Cooperative Education

Cooperative education is a viable method of vocational instruction which benefits the student, the employer, the school and the community. Following are the major advantages to each.

Student Advantages

Students acquire employability skills while attending school.

Students explore occupational choices while combining theory with application.

Students develop an understanding of the employer-employee process as well as an understanding of the business world.

Students increase their options after graduation by acquiring saleable employment skills while in school.

The transition from school to work is less frustrating.

Students receive academic credit for work experience as well as related instruction.

Students establish an identity with the private enterprise system.

Employer Advantages

Provides a source of trained part-time employees who are receptive to instruction.

Enables the employer to participate directly in an educational program.

Provides the employer with recognition and publicity.

Results in regular employees becoming aware of additional training needs.

Helps business and industry meet personnel and production needs.

School Advantages

The curriculum is broadened and enriched through the use of community resources.

Students are encouraged to remain in school until graduation.

The community becomes familiar with the types of vocational programs available in the school.

Equipment and facilities may be available that the school is financially unable to provide.

Information regarding changes or additions in curriculum to meet the changing needs of society is more readily available.

Evaluative information is more readily available concerning the efficiency and effectiveness of the school's program.

Community Advantages

School-community relations are improved and expanded.

Increases the number of properly trained people available for employment.

Enables young people to become contributors to the local economy.

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Advisory Committees

2.0 ADVISORY COMMITTEES

2.1 Introduction

A widely used and effective technique for involving the community in the schools is the citizen advisory committee. Usually comprised of individuals from outside the education profession, advisory committees represent knowledgeable and interested volunteers who collectively advise school officials on education matters. Operating without administrative or policy-making authority, they serve as valuable partners in the education process.

While advisory committees can benefit all phases of the educational program, they have particular application for programs of career and vocational education. Because these programs concern themselves with awareness, exploration and preparation for a variety of life roles, including the work role, they must by their nature involve the larger community. In preparing for the options available to them, students need the benefit of relevant, current and accurate instruction as they plan and prepare for a variety of satisfying roles.

Programs of vocational education at the secondary and postsecondary levels are required to utilize advisory committees by the Office of Public Instruction. Each occupational program receiving state or federal funds is required to have an advisory committee. These local committees become part of a state and national network of advisory councils for vocational education. Montana's council is comprised of twenty-two members appointed by the State Superintendent of Public Instruction. An Advisory Committee handbook and a slide-tape presentation are available from the Montana Advisory Council (see Appendix C for address).

2.2 Purpose

Advisory committees vary in type and function, but not in purpose. The purpose of advisory committees is to provide advice. They have no administrative or legislative authority, and they do not take away the rights, authority or responsibilities of school personnel.

2.3 Types of Committees

There are different types of advisory committees, the variety and number depending upon their purpose. Two of the most common are the general committee and the program or specialized committee. The general committee concerns itself with long-range goals and broad education needs. It also acts as a unifying agent for the numerous program committees.

The program committees serve a single vocational program. Agriculture, welding, office occupations, home economics and retailing are examples. These smaller committees are comprised of individuals with the special ability to help the programs they serve. Occasionally, members of several program committees make up the general committees.

2.4 Functions and Activities

The functions of advisory committees may be divided into seven categories. They are listed below along with several activities which may be conducted in each category.

Curriculum Involvement

Review course content to assure its relevancy in meeting the competency requirements of business and industry.

Assist in the development of production work or "live jobs" to be accomplished by students.

Provide input into the application process for state and federal financial assistance.

Assist in defining curriculum to meet emerging areas: entrepreneurship, computers, and economics.

Review Equipment, Supplies and Instructional Resources

Help prepare and review budget requests for equipment and supplies.

Evaluate physical conditions, adequacy of equipment and layout of facilities and equipment.

Review safety requirements of programs.

Community Resources

Provide sample kits of raw materials, finished products, charts, posters, etc., for exhibit and instructional purposes.

Establish and maintain a library of visual aids, magazines, books, etc., concerning business and industry.

Arrange for resource instructors from industry to assist regular teachers.

Career Guidance and Placement

Encourage students to consider vocational education through visits to "feeder schools", speeches to civic clubs, career day meetings, etc.

Arrange field trip visits for students, teachers and counselors.

Place students in part-time work during the school year or during summer vacations.

Evaluation

Determine to what extent instruction is consistent with occupational needs.

Survey former students to determine their opinions of the strengths and weaknesses of the program.

Survey the community to determine the demand factor and trends for the occupational program.

Conduct informal and formal evaluations with cooperating employers to determine effectiveness of co-op program.

Community Public Relations

Attend meetings in support of vocational and technical education which may be called by local and state school officials, boards, and legislative groups.

Provide speakers to address trade and civic groups concerning the vocational education program in the school.

Advise employees about school programs.

Professional Development

Conduct clinics and inservice training programs for teachers.

Help local teachers attend regional and national meetings of industry and teachers' organizations.

Assist in the establishment of teacher qualification requirements.

2.5 Operations and Procedures

The keys to success with advisory committees are membership and organization. Selecting citizens who are interested in serving the schools in an advisory capacity, and who are competent or have superior knowledge in the area being served, is of primary importance. Members should also be willing to make a time commitment to the program and be willing to serve in an unbiased and professional manner.

Committee Membership

Committee membership should be balanced. Male and female members should represent both large and small business and industry, labor, associations, students and parents. Geographic distribution, age and minority representation are factors to consider when forming a committee.

Organizational Procedures

Organizational procedures should be developed jointly by the committee and school administration. Established procedures will help the committee operate more efficiently and once established, will only occasionally need to be reviewed and updated. School districts having several advisory committees will do well to use the same procedures for all committees and thereby reduce confusion in the community and the school.

School Representative

A member of the faculty or administration should be assigned to each advisory committee as the school's representative. This individual can work jointly with the chairperson of the committee and also serve as a liaison between the committee and the district. The school representative may assist in selecting new members, scheduling meetings, developing agendas, recording the minutes, and in general, coordinating the activities of the committee.

Committee File

It may also be the school representative's responsibility to maintain the file for the committee. A file for each advisory committee is important as it constitutes its official record. Minutes, membership lists, correspondence and agendas are examples of items that should be placed in the file. It is also important that the filing system not be affected by teacher turnover or membership rotation on the committee.

Number of Members

The number of members on any committee is usually directly related to effectiveness of the group. A good workable number for most advisory committees is between seven and twelve members. More important than numbers, however, is the ability of the group to function. Committees with as few as three to five members may be more desirable in some cases. The committee should have only enough members to form an effective resource for the program involved.

Membership Rotation

A system of membership rotation which provides for both continuity and the introduction of new members is essential to the success

of any advisory committee. Members should be appointed for a definite term, usually three years. Each year approximately one-third of the committee should be replaced with new members. This system serves to bring in members with new ideas and enthusiasm each year. Newly formed committees may have membership rotation determined by lot at the first meeting.

Committee Organization

Advisory committees may organize in any manner they choose. However, it is usually necessary to elect a chairperson from the membership on an annual basis. A vice-chairperson, secretary, and other officers may be elected if the committee desires. While the chairperson is responsible for conducting the meetings, the chairperson and the school representative work jointly to provide the necessary leadership.

Schedule of Meetings

Committee meetings should be scheduled at times most convenient for the majority of the members. Breakfast meetings, luncheons, after school or evening meetings are all possibilities. The number of meetings to be held annually may vary, but committees that meet only once or twice per year lose some of their vitality and sense of purpose.

Program of Work

Meetings lacking specific purpose are to be avoided at all cost. To prevent this occurrence, an annual program of work may be developed which will guide the committee throughout the year. A simple checklist of activities may accomplish this goal. Regardless of the format, a written plan will promote interest and participation in the committee. Each member should have a copy of this plan.

Length of Meetings

Time is a consideration in conducting meetings. Meetings lasting over an hour or an hour and one-half lose their productivity and the support of the participants. It is better to schedule shorter meetings more frequently than a few long meetings. Also, committee members appreciate a meeting that begins and ends on time.

Notice of Meetings

Advisory committee members should be notified of upcoming meetings by mail at least one week in advance. Postcards are adequate. Telephone reminders the day before the meeting will also be appreciated. State law requires public notice of meetings, so a postcard to the local news media is also a good idea. These techniques will promote regular attendance. However, habitual absences by members should be dealt with by the committee and possible alternates named rather than waiting for the regular rotation schedule to replace members with attendance problems.

Agenda

Every meeting needs an agenda. An agenda is simply an organized plan for each meeting. It gives the meeting structure and enables the objectives to be accomplished in an orderly, efficient manner. Each meeting of the advisory committee should have a purpose and should not include routine, operational questions that can be handled through personal contact or a telephone call. It is the responsibility of the school representative to develop an agenda jointly with the committee chairperson prior to each meeting. Also, any member has the right to submit items on the agenda. While the agenda may be mailed to members

in advance, copies should be distributed to those in attendance at each meeting.

Minutes

Minutes are the written record of a meeting in summary form. They are important because they provide evidence that the committee met and also offer a record of progress made and action taken by the committee. It is usually the responsibility of the secretary or school representative to see that minutes are taken of each meeting and are distributed to all members as well as placed in the official file.

In recording minutes, it is not necessary to record discussions or general comments. Only motions, definite commitments or suggestions need be documented. The date, names of those attending, place and time should also be included.

Committee Recommendations

Since advisory committees have the function of providing advice, suggestions, and recommendations, a means of communicating this information to school officials must be established. When suggestions are documented and presented to school officials, the committee should be informed of the action taken on their recommendation. This usually takes one of three forms: the suggestion is implemented as presented, the suggestion is implemented with modifications and explanation, or the suggestion is declined with explanation. It is only through this two-way communication process that the vitality and the integrity of the advisory committee process can exist.

Public education is a cooperative effort. No single segment of the community can create a successful school system independently.

Taxpayers must work with trustees, parents with teachers, employers with graduates, and so on. Learning is a life-long process, much of which depends upon our system of public education. How well that system works depends upon how well we work with each other.

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Advisory Committees

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Related Instruction

3.0 RELATED INSTRUCTION

3.1 Introduction

Programs of cooperative vocational education are comprised of three parts which include related classroom instruction, on-the-job work experience and a student organization. Unless the related class has relevance and meaning to the student, the cooperative program becomes much like any other work-type program. It is the related class that introduces and develops the learning which coincides with the student's career goals and which is reinforced in the cooperative occupational laboratory.

Related instruction refers to a formal "in-school" learning program which correlates with a planned work experience, both of which are designed to develop the student's career choice into a saleable skill. The instruction falls into two categories, general and specific. General related instruction deals with conditions and relationships of business and work in general. It develops attitudes, knowledge and understandings which are common to nearly everyone engaged in the work process. Specific related instruction develops unique skills which are related to a student's occupational choice. It teaches information and skills that relate directly to the student's job.

It is the responsibility of the cooperative coordinator to design a learning experience that will meet the needs of the student. Meeting these needs calls for an understanding of the requirements of the occupational area being studied. One technique for identifying these requirements is the process of task analysis. Task analysis means identifying

and recording significant worker activities, performance requirements and environmental considerations related to a specific occupation. These tasks or competencies are then used to determine the content of the related class. Competencies required by workers in numerous occupations are available in published form which can serve as a guide to the cooperative coordinator in developing course content at the local level.

Consideration also needs to be given to offering a balanced program of instruction. In order for students to enter, adjust and advance in a satisfying career, instruction needs to be planned. The cluster concept of instruction should represent competencies needed by all employees, those needed by employees in an occupational field, those needed by employees in a specific occupation and those needed by a particular employee in a specific job. Planning to meet these needs will likely result in both group and individualized instruction.

3.2 Sequence of Instruction

During the school year, the instruction program evolves from general to specific instruction. As students secure employment and then begin to advance up the career ladder, the need for specific competencies also increases. Determining the sequence of instruction calls for the cooperative coordinator to monitor training plans, readiness levels and work experience evaluations. Again, both individual and group instruction techniques are needed.

3.3 Outline of General Instruction

The following outline may be used as a guide in developing units of instruction which are common to programs using the cooperative method of instruction:

Related Classroom Instruction

I. Career Opportunities
   - A. Advancement
   - B. Local, state and national projections
     1. technological
     2. sociological
     3. economic
   - C. Related job opportunities

II. Career Decision-Making Process
   - A. Self-assessment measures
   - B. Individual potential
   - C. Training opportunities
   - D. Transferability of skills

III. Techniques for Gaining Employment
   - A. Job application and resume
   - B. Job interview
   - C. Employment agencies
   - D. Developing an individual plan

IV. Safety on the Job
   - A. Worker's responsibilities
   - B. Developing a safe attitude
   - C. Laws and regulations

V. Human Relations, Conduct and Appearance
   - A. Relations with fellow workers
   - B. Relations with supervisors
   - C. Personal grooming and hygiene
   - D. Personality development

VI. Business Communications
   - A. Oral skills
   - B. Writing skills
   - C. Telephone procedures
   - D. Body language

VII. Business Math
   - A. Borrowing and interest
   - B. Weights and measures
   - C. Basic computations
   - D. Recordkeeping

VIII. Legal Aspects of Employment
   - A. Fringe benefits
   - B. Unions and labor organizations
   - C. Labor laws
   - D. Discrimination
   - E. Income tax

IX. Entrepreneurship
- A. Ownership and control
- B. Location
- C. Financing
- D. Personnel
- E. Promotion
- F. Merchandising
- G. Customer services
- H. Government regulation

X. Personal Finances
- A. Budget procedures
- B. Use of credit
- C. Insurance protection
- D. Payroll deducations

XI. Introduction to Computers
- A. Computers are all around us
- B. Basic terminology
- C. Software programs
- D. Entering, storing and outputting information
- E. Personal student involvement

XII. Economics
- A. Competition
- B. Opportunity costs
- C. Functions of money
- D. Economic goods and services
- E. Pricing
- F. Taxes and economics
- G. Economic Indicators
- H. Other economic systems

XIII. Maintaining and Terminating Employment
- A. Understanding the need to be productive
- B. Work attitudes and organization structure
- C. Termination procedures
- D. References

3.4 Facilities

The facilities for cooperative vocational education programs must be consistent with the goals of the program, which generally are to close the gap between education and work. The facility should promote the learning of those principles which can be applied in the occupational setting. Facilities will vary depending upon the type of cooperative program offered. However, the actual work environment should be simulated as closely as possible.

Cooperative education facilities perform a variety of functions. They serve as a classroom, laboratory, study area, guidance center, library, office and a meeting place for students, adults and members of the program's advisory committee. Because of this multiplicity of uses, the location of the facility should be accessible to students, teachers and the community.

While a cooperative education facility should be designed for efficiency, the effect it has on the morale of the students and the teacher should also be considered. An attractive facility helps establish the identity of the program and promotes it to students and members of the community. Also, students are more conscious of poorly planned or out-moded facilities and equipment because of their exposure to the work environment. Cooperative coordinators need to continuously evaluate their facilities and equipment to insure that they are relevant to the work environment the student is preparing to enter.

Assistance in developing facilities may be gained from local advisory committees, state department consultants, teacher-educators and manufacturers of school equipment. Also, once they are aware of the needs of the program, local businesses often donate equipment and supplies or offer them at a discount.

Coordination Activities

4.0 COORDINATION ACTIVITIES

4.1 Recruitment of Students

Cooperative education programs are elective and therefore, must compete with other elective and required courses in the curriculum. This, plus the fact that the program should be comprised of those students most able to benefit from the program, creates a need to recruit students into cooperative programs. While the student is the most important element, recruitment strategies must also include faculty members, counselors and administrators. The more people who are knowledgeable about the merits of the program, the more attractive the program will be to those who will benefit by enrolling.

Recruitment begins by building student interest. This function should occur throughout the year and not just prior to registration. Some suggestions for attracting students into the program are as follows:

* Develop a brochure which explains the program.
* Give presentations in home rooms. However, care should be used not to apply pressure to enroll.
* Obtain lists of students who are already working and familiarize them with the program.
* Send letters home to parents explaining the program and inviting them in to visit and discuss the class.
* Obtain the support of the guidance staff prior to registration.
* Ask employers to encourage students applying for work to enroll in the program.
* Use printed publicity such as articles in school and local papers.
* Plan an assembly before the entire student body and let the student organization put on the program.
* Encourage students to invite friends to consider the program.

* Investigate the school's schedule to determine if there are conditions which prevent interested students from enrolling.

* Develop a slide presentation to use both in school and before local civic organizations.

* Develop a program with a "success" atmosphere.

4.2 Selection of Students

Student selection is a systematic method of identifying and enrolling students. It is a cooperative function carried on by the coordinator, the faculty and the guidance counselors. However, the major responsibility rests with the coordinator. Again, the most important criterion in student selection is whether the individual will benefit from the program.

The selection process is not intended to eliminate problem students or to allow only high-ability students to enroll in the program. Rather, it is a means of enrolling those students with the interest, ability and temperament for success in the program. Approval from the parents as well as from appropriate school officials is usually required before the student is accepted.

Counselors, coordinators and administrators should agree on the criteria students must meet. Also, employers should be aware of the characteristics of those students they employ. Because of these conditions, it is important that the selection process be consistent and administered fairly.

The mechanics of student selection usually begins with the student completing an application for enrollment. This form should provide the coordinator with some indication of the student's dependability, responsibility, employability and ability to benefit from training. Following the formal application, a personal interview

should be conducted between the student and the coordinator. This is an opportunity to discuss the program in detail, answer questions, identify expectations and explain school policies. If the student still wants to participate, and the coordinator approves, the interview may be concluded by giving the student a sample of the training agreement to be reviewed by the parents.

If the selection process has been effective, the coordinator and the program will gain respect throughout the school and community. Parents will want the coordinator as a teacher for their children and the business community will be more likely to cooperate in making good training stations available. Also, students from all ability levels who are interested in the program and in the related career area will be eager to participate in the program.

4.3 Determining Student Needs

A first step in initiating a cooperative education program is to determine if the program will meet the needs of students. A reliable method of obtaining information from students should be employed which will factually justify the program. Factors which may be considered when determining student needs include:

1. Present and future career plans and interests
2. Plans for further education
3. Interest in occupations for which training can be provided
4. The need to work in order to remain in school or while obtaining further education
5. The type of part-time employment, hours worked and income earned

A survey of student needs should not overlook the needs of potential dropouts. Often these students are unmotivated by the regular school offerings and may be encouraged to remain in school if they can find relevancy in a cooperative education experience.

A survey to justify a cooperative education program may also consider the needs of former students. A follow-up survey of former students may well identify needs that could be met by a cooperative education program. Data which indicates an unsuccessful employment pattern, unrelated entry level jobs, low income in relation to ability and the expressed desire for training which was not received may become factors to justify a cooperative education program. A sample students' needs survey may be found in Appendix P.

4.4 Determining Employer Interest

Without the interest and support of employers, cooperative education programs could not exist. Employers need to be made aware of the benefits of the program and understand that cooperative education can provide a source of part-time and full-time employees who are both interested and knowledgeable in their career area. To secure a commitment from employers, a survey should be made to determine the following:

1. Number of employers who can provide cooperative training
2. Number and kinds of occupations represented in the community
3. Short and long range need for trained employees
4. Number of students for whom training could be provided by employers

A survey of employers should be undertaken only after they have become familiar with the cooperative method of instruction and their role in the program. A steering committee of representative employers

may be formed to participate in conducting a survey of employer needs and interests. Samples of an employer needs surveys may be found in Appendices I and J.

In addition to an employer survey, cooperative coordinators should be familiar with labor market data on a local, state and national basis. Offering vocational training for which no demand exists is a disservice which cannot be justified. Information on labor market projections in Montana may be received from the Research and Analysis Section, Employment Security Division of the Department of Labor and Industries in Helena (see Appendix C).

4.5 Placement of Students

The placement of students in cooperative training stations is the responsibility of the cooperative coordinator. The conditions necessary for a satisfactory placement are: (1) the student must be satisfied with the organization in which he/she is placed, (2) the business must be satisfied that the student will fit into the organization, and (3) the coordinator must be satisfied that the training will lead toward the career objective of the student. As can be seen, student placement is a highly individual matter which depends upon the characteristics of both the student and the employer. Mismatching a student with an employer will not provide the maximum learning experience for the student and may also result in the employer withdrawing from the program.

It is likely, however, that some students will have employment prior to enrollment in the program. When this occurs, it is the responsibility of the cooperative coordinator to make sure that the

business is willing to participate in the program and meet the necessary requirements.

The first few weeks of school should be devoted to orientation of the program and instruction in job finding and interviewing techniques. This is important because each employer should interview several applicants for each training station and be responsible for hiring the student-learner. Only as a last resort should the cooperative coordinator choose a student for an employer. Also, students being referred to an employer by a coordinator should have a card or letter from the coordinator identifying them as being from the cooperative education program.

4.6 Selection of Training Stations

The primary factor to consider in selecting a training station is the learning opportunities afforded the student. The training station should provide the student with intelligent supervision and the opportunity to apply classroom instruction to a practical experience. Every effort should be made to select employers from whom students can learn desirable operating practices and employment standards. Training stations should be secured prior to the opening of school in the fall. A guide for identifying training stations is provided in Appendix K.

When selecting a training sponsor, the cooperative coordinator should be certain that the employer has a clear understanding of the program, is willing to assign a training sponsor to the student and agrees to sign a training agreement. The employer should also understand the need for the student to work throughout the training period.

The cooperative coordinator should utilize employers with up-to-date facilities and methods of operation. Also, students should not be placed in an environment that may endanger their health, safety, welfare or morals (See Child Labor Laws in Appendix EE). Businesses that practice discrimination of any type, or those that do not enjoy a good reputation in the community should not be used.

Student learners should not be placed with businesses that offer only a repetition of minor duties in a restricted phase of the business. Rather, the training should represent a reasonable opportunity for the student to gain employment skills in the occupational area. Training should be within the student's range of abilities, but should also represent a challenge with opportunities for advancement.

4.7 Training Agreements

The training agreement is an essential and business-like way of agreeing on the responsibilities of those involved in the cooperative education program. It is a written statement of the training commitment of each of the parties involved, usually the student, employer, parent and cooperative coordinator. The agreement should be signed by each of the parties and a copy given to each. Also, a copy must be made available to the Office of Public Instruction in Helena.

The training agreement should prevent any misunderstandings about the program and the procedures to be followed. It also reinforces the training aspect of the cooperative program and helps differentiate it from other work-type programs. Items that may be included in the training agreement include:

* Statement of purpose

* Duration of employment

* Responsibilities of training station (training sponsor), student, cooperative coordinator and parent.

* Name, social security number, birth date, address and telephone number of the student.

* Name, address and telephone number of the training station.

* Conditions of employment such as wages, hours, etc.

Samples of training agreements are provided in Appendices G and H.

4.8 Training Plans

A training plan is different from a training agreement in that the training plan states the specific learning which is to be offered based on the student's career goal. The purpose of the training plan is to organize instruction and to correlate that classroom instruction with learning experiences at the training station. It should organize the learning into a logical sequence and be based upon those competencies needed by the student for successful employment and advancement in the career area being studied.

Work itself does not justify school credit. School age youngsters can perform innumerable jobs, many of which offer limited opportunities for career development. Cooperative education derives its integrity from combining work and academic instruction in a manner which leads to the development of marketable skills in a career area chosen by the student.

Students who continue to perform the same routine tasks once they have been mastered are not developing the occupational competencies necessary for career development. It is important that the training stations chosen for cooperative placements allow for job rotation and

progression. The participating employer should understand that cooperative education calls for a variety of experiences which allow learning to progress from the simple to the complex. Students who spend most of their time performing the same routine tasks week after week and month after month are not fully benefiting from the cooperative education program.

The primary advantage of using training plans is that they serve as a guide for the instruction of the student-learner. They help organize instruction in a step-by-step sequence while providing a basis for program evaluation. They are also useful to the cooperative coordinator in the selection of training stations to meet a variety of student goals.

It is conceivable that employers may not be familiar with the content of the related class taught by the cooperative coordinator. Using training plans overcomes this lack of information as well as reinforces the employer's responsibilities in the training program. Through the process of mutual development, the parties to the training plan recognize that cooperative education is a planned training program and they affirm their role in the training process.

The ultimate responsibility for training plan development rests with the cooperative coordinator. However, the student and the employer should also be involved in the development of the plan because it serves as a guide to all parties involved in the cooperative experience. Because the plan is a guide it may need to be adjusted periodically to meet the individual's needs. The goal is to develop a progression of learning experiences which will be challenging but not frustrating to the student.

The sum of all training plans form the basis of the curriculum for individual cooperative vocational programs. It is the function of the cooperative coordinator to organize the learning environment in a manner that will permit all students to progress toward their career goals. A number of training plans are available to cooperative coordinators from various sources which can provide a basis for developing individual plans for each student. These, along with a task analysis of the occupational area, will identify those competencies to be learned by the students. A guide for developing training plans is provided in Appendix L.

4.9 Training Sponsors

Obtaining training stations which match the career objectives of student-learners is one of the first steps in the cooperative education process. However, employers, managers or owners of businesses may not be the individuals best suited to actually supervise and train the cooperative student. Particularly in larger organizations, an employee with specific knowledge of an occupational area may be needed to conduct the training. These people are designated as the student's training sponsor.

A training sponsor is the individual the student-learner looks to for instruction and training on the job. This person becomes the student's on-the-job teacher and works closely with the cooperative coordinator as well as the student. Often it is the training sponsor who signs the training agreement and works cooperatively in developing the student's training plan.

Training sponsors should be individuals who are both knowledgeable in an occupational area and adept at working with people. It is

also important that the employer identifies working with the student-learner as one of the duties of the regular employee. This adds credence to the training sponsor position as well as provides some recognition for this service.

Training sponsors need to recognize that the training of the student-learner is a cooperative activity between the sponsor and the cooperative coordinator. They should operate as a team in helping the student progress both on the job and in the related class. Areas in which they will work closely include evaluation, job rotation, supervision and the mastery of specific job skills.

4.10 Sponsor Development

Supervising a new trainee, especially one that is still enrolled in school, may be a new experience for a training sponsor. It is the role of the cooperative coordinator to help the training sponsor feel comfortable about training a student-learner and becoming an effective trainer as well.

A technique used to acquaint training sponsors with their role and increase their effectiveness is a formal sponsor development program. This may consist of periodic classes for training sponsors to learn how to perform their role successfully. The class may be taught by the cooperative coordinator or by resources brought in to conduct the training.

Besides benefiting from the training they receive, there are some advantages in having a number of training sponsors together in a group setting. There is the recognition, both for them and for their company, and they become aware that others are involved in the same process in the same community. Also, there is some personal esteem

to be gained from being selected to help train a student and being chosen by an employer to participate in the program. The opportunity to share in common problems and solutions encountered in the training program is an obvious advantage.

Once a sponsor development program has been initiated, suggestions for the program will come from the training sponsors themselves. Topics for beginning programs may be selected from the following: (1) a review of the cooperative education program, (2) how to orient a student to a job and the work environment, (3) how to organize for instruction on the job, (4) how to use the training plan, (5) how to handle problems, (6) how to evaluate the student-learner's performance, and (7) how to use rewards effectively.

RESOURCES

Coordination Activities

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3. Burrow, James. "Evaluating Occupational Experience for the DE Teacher--A National Study," DE Today, Spring 1978, pp. 4-5.

4. Criscuolo, N. P. "PR and The Classroom Teacher," Education Digest, March 1977, pp. 46-47.

5. Harris, Ronald R. "Teaching About Productivity," VocEd, May 1982, pp. 36-37.

6. Harris, Ronald R. "Marketing A Co-op Program at a Post-Secondary Institution," The Journal of Cooperative Education, pp. 65-79

7. Ricks, Betty R. "Declining Enrollments? Not Here!" Balance Sheet, October 1978, pp. 74-75.

8. Watson, Robert. "Selling Vocational Education to Employers," VocED, May 1982, pp. 34-35,59.

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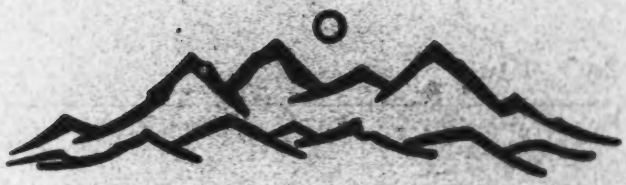
Secondary Program Standards



5.0 SECONDARY PROGRAM STANDARDS

5.1 Secondary Program Requirements

Cooperative education is a method of instruction and not a separate vocational program. Both male and female students receive vocational classroom instruction in school and on-the-job experience in an approved business setting. The cooperative method may be used with agriculture, office, distributive, health, trades and industry, wage earning home economics, and special needs programs in Montana schools.

The scope of secondary cooperative education programs is described in the 1984 Guidelines for Secondary Vocational Education in Montana and is as follows:

> Cooperative vocational education programs must provide male and female students with on-the-job experience and training along with the vocational classroom instruction related to their occupational interests. A cooperative arrangement among the school, employer, and student is therefore necessary. Students' classroom activities and on-the-job experiences must be planned and supervised by the school and the employer to ensure that both activities contribute to the student's employability.

The compliance standards for cooperative programs as identified in the 1984 Guidelines for Secondary Vocational Education in Montana are as follows:

1. In the organization and content of the program the following requirements must be met:

   * Programs must provide students with on-the-job experience and training along with vocational classroom instruction related to their occupational interests. A cooperative arrangement among the school, the employers, and the student is therefore necessary. Students' classroom and on-the-job activities must be planned and supervised by the school and the employer to ensure that both activities contribute to the students' employability and total education.

   * A signed training agreement must be entered into by the participating employers, educational agency, party or legal guardian and trainee with a copy of each

submittted to the Office of Public Instruction, c/o Distributive Education/Cooperative Education Specialist.

* Students placed in cooperative training stations must adhere to the state and federal labor laws.

* Students enrolled in a cooperative vocational education program shall receive academic credit for related classroom instruction and on-the-job training.

* Before a new vocational cooperative education program is established, the occupational needs of the community must be surveyed to warrant the training of students in identified occupational areas.

* The high school vocational cooperative education program must be one year in length.

* Student on-the-job training must average a minimum of 12 hours per week.

2. The following general requirements are also required.

* Sixty cooperative students is the maximum per coordinator.

* The coordinator must be provided with coordination time over and above his or her regular preparation period(s). A minimum of one hour of coordination time per day or an equivalent of 5 hours per week must be alloted for every 20 cooperative students.

* Federal regulations require that "An employer with whom a contract is made shall be an equal opportunity employer and should interview and place male and female students in work experience dependent on their interest and abilities rather than cultural sex-stereotypes. Female and male student-learners shall be paid on an 'Equal pay for equal work' basis within the same firm." (Also see requirements: Sex Equity in Vocational Education.)

5.2 Cooperative Coordinator Qualifications

Programs using the cooperative method of instruction shall employ a qualified cooperative coordinator. The cooperative coordinator's qualifications as outlined in the 1984 Guidelines for Secondary Vocational Education in Montana are as follows:

1. Coordinators shall hold a valid Montana teaching certificate endorsed in the applicable vocational area.

2. Coordinators shall have had at least one year of occupational experience in a related field.

3. Coordinators shall have earned a minimum of fifteen (15) quarter credits in vocational education, including the following areas:

   * Philosophy of Vocational-Technical Education

   * Curriculum Construction in Vocational-Technical Education or Job Analysis

   * Instructional Materials and Devices in Vocational-Technical Education

   * Teaching Methods in Vocational-Technical Subject Areas

   * Organization and Management in Vocational-Technical Education

   * Vocational Cooperative Education Coordinating Methods and Practices

   * Vocational Guidance

5.3 Criteria for Approval of Secondary Vocational Programs

The approval of secondary vocational education project proposals by the Office of Public Instruction is based upon the program meeting established criteria. The criterion for secondary programs as detailed in the 1984 Guildeines for Secondary Vocational Education in Montana is as follows:

1. The program must have the primary objective of developing skills leading to employement as well as entry into advanced vocational training.

2. Specific objectives must be defined in terms of skills to be developed and related to a specific occupation by U. S. Office of Education course code number.

3. The program must be based on the vocational education need of students in the area. A needs assessment must be made during initial planning. Program information must be projected for a five-year period.

4. Programs must be developed and conducted in consultation with an advisory committee. The committee must include members of both sexes from business, industry, and labor. It should represent a cross section of men and women

active in the occupation. Minorities residing in the area served by the committee must be appropriately represented. Student membership is recommended.

5. Instruction must be based on an analysis of skills and knowledge required in the occupation.

6. The program must develop leadership and character through activites that accommodate the transition from school to job. Vocational student organizations, Future Farmers of America (FFA), Future Homemakers of America (FHA/HERO), Distributive Education Clubs of America (DECA),Office Education Association and Vocational Industrial Clubs of America (VICA) are recognized for this prupose in conjunction with vocational program offerings. Marketing/Distributive Education (DECA) and Vocational Agriculture (FFA) programs are required to have programs.

7. Provision must be made for vocational guidance which shall include, but not be limited to, occupational information and career counseling.

8. Students must be selected for enrollment on the basis of their interest in the occupation and their ability to profit from the instruction. Prerequisite courses maybe required which provide students with information and experiences to make sound choices of occupations and advanced training.

9. Instructors must be occupationally competent and certified in accordance with the Board of Public Education Requirements.

10. Instructional equipment and facilities are to be comparable to those used in the occupation; adequate for the maintenance of acceptable education, health and safety standards; and capable of accommodating male, female, and handicapped students.

11. Provisions must be made for job placement, annual follow-up of program completers, program evaluation and employer follow-up.

12. The maximum number of students per class shall be determined by the work being done, equipment being used, ease of supervision, safety factors, space and resources available, and the need for individual student instruction.

13. Programs must be planned with regard for how they will relate to other employment and training programs conducted in the area.

14. Provisions must be made to ensure equal access to all programs by female, male, and handicapped students

not respective to race, creed, or national origin; to review, evaluate, and replace sex-biased learning materials; to make facilities and equipment available for all students; to provide guidance and counseling especially for students choosing to enter nontraditional occupations; and to seek job placement dependent on the students' abilities, needs, and interests rather than on cultural or sex sterotypes. Applications shall describe procedures in effect or ones that will be put into effect to ensure that these requirements are met.

15. The school will participate in the Montana Vocational Education Information System by providing information as required.

16. Each program shall conduct a yearly self-evaluation and submit a copy to the Office of Public Instruction. The program shall cooperate with the Office of Public Instruction in a thorough team evaluation which will be conducted at least every five years.

17. Local educational agencies must use vocational education funds to supplement (add to, enhance) local funds to improve vocational programs. Funds will not be approved when it has been determined that supplanting (replacing) of local funds will occur. A school must not decrease the amount spent in the vocational programs from one year to the next, figured either on an aggregate or per student basis, unless "unusual circumstances" exist, such as large expenditures in previous years for equipment.

18. Accounting procedures must use standard school accounting codes. A yearly certified expenditure report will be submitted showed the actual expenditure of funds compared to the last approved budget. Records will be kept locally for audits. These records will include invoices,purchase orders, warrant numbers and other documents. Records for funded programs by six-digit course codes will be separated from non-funded programs.

19. Vocational instructional programs at the secondary level shall consist of sequential courses or a course offering such that a minimum of 360 class periods of occupational skill and related instruction are offered under general requirements specified in 10.44.201. Courses and/or instructional objectives must include a progression of skills and knowledges from basic to advanced including, where appropriate, occupational experience, co-op, work experience or other approved actual or simulated experiences. Exceptions include industrial arts and wage earning home economics.

20. All instructional personnel must be certified in accordance with board of public education requirements.

5.4 Program Application Procedure

Each local school district must prepare and submit a plan for vocational education programs to the Superintendent of Public Instruction to be eligible for vocational education funds. To apply, schools must submit the following:

Local Plan for Vocational Education
The local plan is a summary of all vocational programs planned for a five-year period.

Proposal for Renewal of a Secondary Vocational Education Program
A proposal is submitted for each on-going or previously approved program. The narrative in the proposal for a new program does not have to be repeated.

Secondary Vocational Education Student Enrollment Report (VM0384)
The information from this form will be used in the formula to allocate state vocational monies to the local education agencies and to provide actual student count by grade level and special condition.

Certified Expenditure Report for a Vocational Education Project (VZ0584)
With the completion of this report, a district will have certified that all expenditures listed for the program for each fiscal year are accurate and that adequate records are retained in the district office for audit purposes.

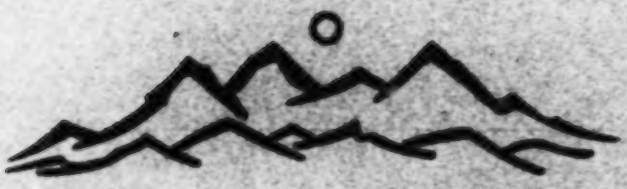
Authorization of Vocational Education Personnel (VZ1184)
If vocational education personnel have not previously approved, this proposal must be submitted two weeks prior to the beginning of the program.

Addendum for Cooperative Vocational Education Program (VZ1284)
An addendum should be submitted if the cooperative training method of instruction is utilized.

Self-Evaluation for Vocational Education (VZ0484)
The self-evaluation form is to be completed by designated personnel (i.e., administration, instructors, and advisory committee members) and be inclusive of all approved vocational education and industrial arts programs. This assures the Office of Public Instruction that local program evaluations take place on an annual basis in accordance with the approved program standards.

Schools desiring to participate in the state's excess cost funding for secondary vocational education/industrial arts programs must have operated the program for at least one year on approved status prior to receiving funding.

Sex Equity



6.0 SEX EQUITY

6.1 Introduction

Vocational educators have a responsibility to provide a sex-fair program, not only because it is the law, but because it is right. Limiting the occupational choices of young people based upon traditional thinking, bias or discrimination is not compatible with the goals of education or the standards of the teaching profession. Vocational education in particular, because it prepares students for the world of work, must rise above those barriers that prevent students from realizing their career goals.

Two significant pieces of federal legislation affecting sex fairness in vocational education are the Educational Amendments of 1972 and the Educational Amendments of 1976. Title IX of the 1972 Amendments is directed at eliminating sex discrimination, whereas the 1976 Amendments address the past effects of discrimination and sex bias.

Under the 1976 Act, all states have been given the responsibility to assure that both sexes have equal access to vocational education programs at the classroom level. Some of these duties include reviewing all vocational education programs (including cooperative education) for sex bias; gathering, analyzing and disseminating data on men and women students and employees in vocational education programs; and creating an awareness of programs designed to reduce sex bias and sex stereotyping in vocational education.

6.2 Definitions

Federal regulations also provide educators with definitions to aid in the understanding of this problem area. They are as follows:

Sex bias: Behaviors resulting from the assumption that one sex is superior to the other.

Sex stereotyping: Attributing behaviors, abilities, interests, values and roles to a person or a group of persons on the basis of their sex.

Sex discrimination: Any action which limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of their sex.

6.3 Sex Equity Requirements

The sex equity requirements for cooperative education programs as outlined in the 1984 Guidelines for Secondary Vocational Education in Montana are as follows:

1. A local advisory council should have appropriate representation of both sexes including men and women with background and experiences in employment and training programs, who are knowledgable about the problems of sex and cultural discrimination and stereotyping in job training and employment. The advisory council should have an appropriate representation of the racial and ethnic minorities found within the program area, schools, community, or region served.

2. All vocational education and related courses/programs must be open to male and female students to ensure equal career options for both sexes including:

   * All course descriptions, titles, curriculum and instructional materials shall be designed to ensure that male and female students are treated equally so that sex stereotypes and biases are not perpetuated.

   * Programs and course content shall reflect the importance of lifetime occoupational planning for both male and female students.

   * Program and course content shall include factual career and employment information free from sex stereotyping and sex bias. This allows students to make occupational decisions based on ability and informed personal interests.

   * Programs shall assure that facilities are available and suitable to accommodate both sexes.

3. The role of vocational educators is defined in the 1984 Guidelines as follows:

   * Vocational educators shall review, evaluate, and revise curricular, instructional materials and classroom procedures that create or reinforce sex-role stereotypes.

* Vocational educators should use resource persons that provide role models of both men and women in all occupational fields.

* Vocational educators should develop curricular and instructional materials that include up-to-date, bias-free information concerning careers and the changing occupational roles of men and women.

* Vocational educators should develop an effective informational program to encourage students of one sex to consider enrolling in classes traditionally dominated by the opposite sex and develop procedures for supporting those students so that they can achieve success.

* Vocational educators should participate in inservice training designed to change attitudes and behavioral patterns that perpetuate sex bias and stereotyping.

4. In the area of vocational guidance and counselling, the role of the co-op coordinator is to include the following:

   * Vocational guidance and counseling should assure that students have access to a full range of occupational fields and vocational education programs to enable all students to consider careers based upon skills, interests, and abilities rather than sex or cultural stereotypes.

   * Vocational guidance and counseling should be sensitive to the effect of personally held stereotypes and biases on the counseling process and be receptive to information and activities that help to eliminate these personal stereotypes and biases when counseling students.

5. Student organizations must be open to both males and females and a special effort should be made to assure that both males and females are active in the vocational fields which the organization represents.

6. Provisions must be made to ensure equal access to all programs by all female, male, and handicapped students; to review, to evaluate and to replace sex biased learning materials; to make facilities and equipment available for all students; to provide guidance and counseling, especially for students choosing to enter nontraditional occupations; and to seek job placement dependent on students' abilities, needs and interests rather than on cultural or sex stereotypes. Applications shall describe procedures in effect or ones that will be put into effect to ensure that these requirements are met.

7. Policies and procedures should be adopted to assure that the student entering nontraditional areas of employment has equal access to the training opportunities of cooperative education programs.

Though the subject of "equal pay for equal work" is not specifically covered in the sex equity guidelines issued by the State of Montana in the 1984 Guidelines for Secondary Vocational Education in Montana, co-op coordinators should assure that female and male student learners are paid on an equal pay for equal work basis within the same firm. In addition employers should be equal opportunity employers. Students should be placed in a co-op training station dependent on their interests and abilities, not on cultural role stereotypes.

6.4 Suggestions for Promoting Sex Fairness

Sex stereotyping is pervasive throughout our culture, including our schools. Breaking down artificial barriers that limit the development of individual potential is not something that can be done instantly. However, there are real opportunities for vocational educators to prepare students for any career for which they have the interest and ability.

Reducing sex stereotyping must begin with the cooperative coordinator developing a self-awareness of the harmful effects of restrictions based upon sex. Comparing work done by both sexes in other cultures throughout the world, and understanding the requirements of employers who are also trying to meet affirmative action mandates, will help develop an understanding of the need for change.

Areas that require the attention of cooperative coordinators trying to achieve sex fairness include recruitment, curriculum, guidance and counseling, and placement. Recruitment techniques which deserve consideration include orientation programs at feeder schools, mini courses offered in conjunction with English or social studies, career fairs featuring nontraditional employees, tours of facilities to help over-

come the fear of the unknown and assembly programs which emphasize equal enrollment opportunities and career options.

The curriculum must be reviewed periodically to eliminate sexist material and programming. Special features may also need to be added to programs to help nontraditional students. These may include a crash course in terminology, tool identification or an overview of the field.

For many students, the only source of information about course offerings is a brief visit with the guidance counselor. However, guidance counselors who are overworked or underinformed about vocational offerings may unintentionally perpetuate sex bias in relation to the world of work. Cooperative coordinators need to take the lead in informing counselors and nonvocational educators about the career opportunities that are available to students of both sexes. Knowledge of the demand for nontraditional workers in some occupations can be valuable to many students.

In many schools, the cooperative coordinator is the faculty member most active in placing students in the work environment. While many are part-time placements, some lead to summer or full-time employment. Because of this placement role, coordinators must recognize that it is illegal to assist an employer who discriminates by sex. Educators, however, must assume the positive position of helping employers understand anti-discrimination legislation and the true capabilities of trained workers. Often, cooperative coordinators will be surprised by the willingness of an employer to hire a nontraditional employee.

Youth Groups

7.0 YOUTH GROUPS

7.1 Introduction

The components of a program of cooperative vocational education are related classroom instruction, supervised occupational experiences and vocational student organizations. The youth organizations, like the occupational experience, complements classroom instruction. However, all three components should be directly related. The student organization should be considered a cocurricular function and be viewed as an integral part of the vocational program. The youth group is an instructional tool which reinforces what the student learns in the related class or on the job.

The goal of vocational student organizations is to develop leadership, citizenship and character in the student participants. The student organization makes instruction more effective by providing experiences in group dynamics that enable students to accept themselves within the total group situation. Often, success in an occupational field may be enhanced by those attitudes that can be developed within the student organization. It is through the youth organization that students develop those social skills and employment ethics which are needed along with specific occupational skills.

Student organizations tend to tie the components of the cooperative programs together and provide a link between business and industry. When properly planned, this process can help students make the transition from school to the work environment. Classroom time devoted to youth group activities is justifiable. However, these activities must be designed to develop competencies that are related to the student's career area. Also, the program instructor usually serves as the advisor to the student organization.

7.2 Student Organizations in Montana

There are five vocational student organizations in Montana. For agricultural occupations there is the Future Farmers of America (FFA); for marketing and management occupations there is the Distributive Education Clubs of America (DECA); for office occupations there is the Office Education Association (OEA); for industrial and health occupations there is the Vocational Industrial Clubs of America (VICA); and for home economics occupations there is the Future Homemakers of America or Home Economics Related Occupations (FHA/HERO). Programs of agriculture and distributive education are required to have student organizations under the 1984 Guidelines for Secondary Vocational Education in Montana. Other programs are strongly recommended to have youth organizations.

7.3 Student Organization Activities

There are a number of activities which will strengthen the youth organization. They may be divided into the following five categories:

Occupational Related Activities: These activities add to the occupational competence of the student and utilize such techniques as guest speakers, panel discussions, films and field trips. Club contests fall into this category because they are designed to improve the career related knowledge and skills of the student.

Civic Activities: These activities are intended to serve the school and the community. Projects include community improvement projects, participating in trade shows and working with local businesses and organizations in meeting a community need.

Service Activities: These activities emphasize the need to share with others and may be centered around the holidays. All acts of benevolence fall into this category. Working with the handicapped or residents of nursing homes are examples of service activities.

Social Activities: Social activities enrich the student organization and may occur in conjunction with other activities. For example, the annual employer-employee banquet may be considered both a social and occupational activity. Through well planned social experiences, students can develop a sense of responsibility and engage in healthy recreational activities.

Financial Activities: Fund raising to support other club activities comprises the bulk of this category. Students need funds for travel, field trips and social events. Organizing and sharing in this activity can be an important learning experience for students as well as providing the means for experiencing some rewards for their efforts in other categories.

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Public Relations

8.0 PUBLIC RELATIONS

8.1 Introduction

Public relations is the process of acquiring the goodwill of the public and having them think and act in a favorable manner toward a program or institution. It is also a means of eliminating any misunderstandings people both inside and outside of education are likely to have concerning cooperative vocational education. It is not something that just happens, but is the result of conscious and continuous planning.

The four elements of a public relations program are policies, performance, personnel and publicity. If the first three are not of high quality, the fourth, publicity, is doomed to failure. Public relations cannot successfully sell a bad product. It can, however, promote understanding of a product or service that has value to members of the community. Since it is possible to have a product of merit which is unknown or misunderstood by the public, cooperative programs must make the effort to be understood and accepted.

The cooperative coordinator carries the major responsibility for developing and maintaining public relations. However, this does not mean that the cooperative coordinator should be the center of attention or work alone. The students of a cooperative education program are the reason the program exists and they should play a primary role in publicizing the program. While they should not be exploited, students can develop leadership qualities while they are learning and practicing promotional techniques. Members of the community are impressed when they see students performing successfully. Local advisory committee members should also be asked to share in public relations activities.

The goals of a cooperative public relations program are many. They include developing good will, increasing prestige, improving communications, developing better understandings, attracting students and increasing the interest of employers. Each program should evaluate its image in the eyes of its various publics and then develop public relations that will meet the needs of the program. Several cooperative programs in a single school may work together in developing effective publicity techniques.

8.2 Target Audiences

The public in cooperative education public relations means those groups of individuals who should know about the program in order to better support or be served by the program. Perhaps the first group that should receive the attention of any public relations efforts are the students. All students in the school should have the opportunity to learn about the program and what it has to offer them. Promotional efforts should emphasize the opportunity to prepare for a career field rather than a chance only to earn money and leave school early. Students who are presently enrolled in the program can do a great deal to encourage other students to enroll because of their peer group influence.

An effective public relations program should not overlook the student's parents. Not only do parents influence their children's choices, they also want them to be enrolled in quality programs that are socially acceptable. Regular communications with parents can do much to enhance the program in their eyes. By involving them in the program, they will be proud to have their students enrolled and will become more supportive of the program.

Members of the faculty in a school have some influence on student attitudes and interest in cooperative vocational education. Counselors especially should be informed and supportive of the program because they are often responsible for registering students for classes. The faculty should recognize the value of the program and lend their support to its goals and objectives. If the faculty is uninformed about the program, they may withhold their support or encourage students to participate in those programs with which they are more familiar. Involving the faculty as classroom resources or developing units of instruction which can be team taught can result in positive public relations.

The administration and board of trustees should also be familiar with cooperative education programs. They are particularly interested in student achievements and the support the program has from the business community. Periodic reports should be made to both administrators and trustees, and they should be encouraged to visit the program, both in the class and at the job sites.

The employers and employees in a community must understand the facets of cooperative education. Not only must they be willing to accept the program, they must recognize their responsibility in training the student-learner. Employers are always interested in finding good potential employees and the program's publicity should emphasize the benefits of employing students who are interested in developing career-related skills.

In most communities there are agencies, organizations and groups of people who are concerned with the educational opportunities available in their schools. Local advisory committees may fall into this category

as well as labor organizations, welfare agencies and service clubs. Program publicity should be directed to these kinds of groups so that they may offer their informed support to the program. Also, cooperative coordinators should recognize that most of the people living in a community will not have children attending school. Because these individuals are usually less well informed about school programs than those with children attending school, efforts must be made to reach the public at large.

Population mobility is often overlooked when developing and implementing public relations programs. Publicity must be continuous if the information level of the community is to remain high. Because of the rate of turnover of employers and residents in a community, occasional public relations splurges are largely ineffective. Publicity should be planned on an annual basis and be implemented regularly.

8.3 Suggested Public Relations Activities

Public relations activities will vary depending upon the community and the resources available. However, the following list of activities will serve as a source of ideas for coordinators in developing their individual publicity programs:

* Local and school newspaper articles about student activities, program information and success stories of students.
* Flyers, brochures and letters directed to parents, students and employers.
* Student presentations before student groups, service clubs, parents, faculty meetings, advisory committees and employer-employee groups.
* Coordinator presentations before similar groups.
* Career clinics for students conducted by cooperative education students and participating employers.

* Employer visits to the school and faculty field trips to business and industry locations.

* Displays and exhibits of students' work and activities in the school and community and at fairs and conventions.

* Coordinators' personal contacts with individuals who have interests and concerns related to the program.

* Radio and television appearances by students, employers, advisory committee members and the coordinator.

* Seminars and short training sessions conducted by the coordinator for people in business and industry.

* Presenting certificates of appreciation to employers, training sponsors, advisory committee members and others who have contributed to the program.

* An awards and appreciation banquet for students and employers, school officials, parents, and others who have contributed to the program.

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Evaluation

9.0 EVALUATION

9.1 Introduction

Programs of cooperative edcuation need to be regularly evaluated in order to adjust programs, service, and activities in order to continue meeting the needs of the students and the community. Appropriate well-stated measurable objectives and carefully thought out written policies and procedures will facilitate the evaluation process. Both staff and advisory committee members should be involved in the planning and evaluation process. Involving those who are concerned with the program increases the chances of the results being accepted and suggested improvements being made.

Program evaluation should not be viewed negatively and considered a necessary chore. Rather, annual evaluations can provide a means for positive feedback as well as indicating areas where changes need to be made. Because most programs will be doing more things right than wrong, the evaluation will document those contributions the program is making to the students and the community.

The 1984 Guidelines for Secondary Vocational Education in Montana require an annual follow-up of program completers and an evaluation of the program. Annually, programs are required to conduct a self-evaluation and submit the results to the Office of Public Instruction. In addition, every three years the program must cooperate with the Office of Public Instruction in a team evaluation of the program. The Office of Public Instruction has divided the state into three regions for the purposes of conducting evaluations (western, central and eastern). The regions and dates for evaluations are as follows: Western Region, 1982-83; Central Region, 1983-84, and Eastern Region, 1984-85. The evaluations may be either conducted on site or by desk audit.

The Administrative Rules of Montana require that provisions be made for job placement, annual follow-up of program completers, program evaluation and employer follow-up. The 1984 Guidelines on Secondary Vocational Education in Montana state that:

> In an attempt to comply with the above rules, the Department of Vocational Education Services has implemented a secondary vocational student follow-up and information system. The system provides data relating to placement, student assessment, and employer satisfaction with vocational programs. Employers of former vocational education students are asked to rate several factors relating to technical knowledge and work attitude as "acceptable" or "needs improvement." In a similar manner, former students are asked to provide comments about their schools and programs in order to provide for program improvement.
>
> The collection of data relevant to the former vocational student's job success must be considered most vital to the continued progress of vocational education. Former student follow-up data is an extremely effective means of measuring the success of one program or of the statewide voational system. If a teacher, school, or state agency is to be held accountable, all courses of action must be adequately justified. Therefore, utilization of pertinent follow-up data is a vital instrument when striving to achieve an acceptable accountability status.

There are three specific purposes of student follow-up, according to the 1984 Guildlines on Secondary Vocational Education in Montana. They are:

1. To determine attitudes toward local school regarding job training, job placement, preparation for further training, and general satisfaction by former students and employers

2. To develop justification for continuation or modification of existing programs or implementation of new ones

3. To evaluate existing instructional methods and provide an input source for improvement in order to update and maintain reveland vocational training programs.

9.2 Montana Cooperative Vocational Education Evaluation

This evaluation has been developed to provide interested districts a means of determining the status and needs of their cooperative vocational education program. This evaluation has been designed to provide an overview of key elements in cooperative vocational education in a short period of time.

The suggested approach is by utilization of a team which is familiar with the program being evaluated. In addition, the coordinator whose program is to be evaluated will complete a self-evaluation. After the team has completed evaluation of each element and criteria, a comparison with the self-evaluation results will lend strength to the final assigned evaluation.

Key elements deemed important for cooperative vocational education programs are:

1. Training Stations: The training station is the business establishment in the community where the student participates in on-the-job training. Not all business establishments are appropriate as training stations, and not all employers make good training sponsors. The cooperative education teacher-coordinator must evaluate potential training stations, considering students' needs, interests and abilities.

2. Student Selection: Student selection should be an outgrowth of recruitment to ensure that all potential cooperative education students are familiar with the program. Student selection should be composed of three elements. These elements are (1) student application forms that provide background information, (2) the student's personal cumulative record which provides such information as school grades and credit, vocational goals and interests, and (3) the student interview, conducted after all other pertinent data have been compiled.

3. Student Placement: While direct solicitation is the means of locating most training stations, the coordinator should avail himself/herself of every avenue of assistance in his/her search for appropriate locations. Some avenues of assistance open to the coordinator include the advisory committee, state employment service, community service organizations, and information collected during the community survey. Students should be placed in accordance with their own special needs and goals.

4. Training Plans: The purpose of the training plan is to organize the instruction and to correlate classroom learning and on-the-job training. The cooperative coordinator, the employer, the training sponsor, and sometimes the student, together determine the specific learning experiences which will be provided on the job and the specific related learning which will be covered in school. A general plan for the job rotation and sequencing school instruction will serve as a guide in correlating on-the-job training and classroom learning.

5. Training Agreement: The coordinator must make a continuous effort to maintain a training emphasis in cooperative education programs. This is partly achieved through the training agreement. The training agreement is a written statement of the training commitment which is expected of each of the parties involved - the employer, the school, the student, and the parents. The training agreement should be signed by each of the parties mentioned and a copy should be kept by the coordinator and/or other parties as necessary at the time the student is placed on the job.

6. Training Station Visitations: It is generally recommended that coordinators visit each training station personally at least once every two weeks to check student progress and to plan on-the-job and in-school learning experiences which compliment each other. An important purpose of the coordinator's bi-weekly calls on the training sponsor is to evaluate student outcomes. During these calls, the coordinator learns whether or not instruction is contributing to the development of occupational competence.

7. Related Classroom Instruction: The term "related instruction" refers to an in-school program of instruction for students enrolled in the cooperative program. It refers to instruction that correlates with the student's work environment. In cooperative education programs two major types of related instruction are used. The first consists of units of study that relate to the student's job and includes the technical knowledge they need to fully develop technical competency. The second type consists of units related to the student-learner work and includes the study of human relations, job applications, and other areas.

8. Records and Reports: A number of records and reports will keep the coordinator informed on all phases of program operation. A number of records and reports are required for regular program operation. Others provide background information that leads to good management techniques. Required records may include such things as daily work reports, training agreements, employer rating sheets, training plans, annual reports, and follow-up of graduates. Informational records include such things as a training sponsor-program agreement that student trainee does not replace a regular employee, student applications, community survey information, and student achievement records.

9. On-The-Job Evaluation: Student progress in acquiring occupational capabilities and competencies is the basis for evaluation in cooperative education. Evaluation is a measure of the degree to which the student has achieved the objectives of the training and instruction. The purpose of the evaluation is to determine the level of competency achieved in the occupation, to verify that the learning experiences were effective in developing occupational competencies, and to identify areas of strengths and weaknesses in order to plan for further instruction.

10. Follow-Up: The problem of obtaining valid, continual research data necessary for curriculum evaluation and subsequent revision is common to all school districts. Data is obtained from an appropriate sampling of the total population. Such an appraisal to follow-up can provide continual data from former students and a basis for evaluation of the program and curriculum at a fraction of the cost necessary to follow each and every student.

11. Program Evaluation: Continuous evaluation is essential to maintaining and improving programs of cooperative education. While the program is continuously being evaluated informally by students, parents, employers, and school personnel, a better planned approach provides a more valid basis for change. Outside evaluation groups should be utilized in program evaluation. Students, parents, school administrators, advisory committee members, state department personnel, and faculty members all provide excellent sources of personnel to be used in evaluation.

12. Sex Equity: One of the priorities of Title II, Vocational Education, Public Law 94-482, Education Amendemnts of 1976, is the elimination of sex bias and sex role stereotyping in vocational education. States seeking funding under the Act are required to (1) review all vocational education programs in the state for sex bias, (2) assist local education agencies in the state in improving vocational education opportunities for women, (3) assure equal access to vocational education programs by both men and women. The elimination of sex bias and sex role stereotyping in vocational education is important to both sexes. It means the freedom of career choice, the opportunity for equal education, equal employment in business, industry, and labor, a full and satisfying life, and the development of full human potential for all Montana students.

9.3 Evaluation Guidelines

Many devices may be used to evaluate the cooperative education program. They may differ in regard to the specific criteria being considered in the evaluation process. Each program should design an individual evaluation format and establish its own evaluative criteria.

The following guidelines are intended to be used in establishing a base in the local evaluation process:

Criteria	Rating/Comments
Curriculum/Instruction	
1. Instructional activities are based on stated program objectives which guide the organization and teaching of instructional content.	
2. All elements of instruction are directly related to occupational requirements.	
3. The curriculum makes provision for continual measurement of student progress in terms of stated objectives and for immediate feedback to students.	
4. The curriculum is prepared with the advice of instructors, students, former students and participating employers and reflects the latest practices in the field.	
5. The curriculum is designed to allow time to acquire and practice manipulative skills, technical knowledge and related subject matter essential for student success.	
6. A vocational student organization is utilized as an instructional component of the program.	
7. The curriculum is designed to provide appropriate instructional devices and techniques to accommodate various ability levels and learning speeds.	
8. The teacher enriches the curriculum with resources such as speakers, field trips, etc.	
9. Students of both sexes participate in the program.	
10. Vocational guidance activities and information is an integral part of the program.	
11. Part-time and full-time placement services are available to students and program graduates.	
Budget	
1. Budget needs and priorities with respect to program objectives are considered in long-range planning.	
2. Coopèration in budgeting is practiced and involves administrators, teachers and others such as local advisory committee members.	

Criteria	Rating/Comments
3. Teachers are aware of their budget status at all times.	
4. Rationale is presented with budget requests.	
5. The budget is adequate and does not limit learning opportunities of students.	
6. The budget allows for specific items including equipment maintenance, supplies, instructor travel, student travel and planned purchases to replace obsolete equipment, etc.	
Public Relations	
1. A calendar of promotional activities is prepared each year.	
2. Informational material is prepared which enlightens educators, parents, students and the general public concerning the educational program.	
3. Local television, radio, newspaper and other printed or illustrated media are utilized to promote the program.	
Facilities/Materials	
1. Facilities are large enough for the activities being carried on. Minimum space is available for the equipment and projects being worked on and for the number of students being served.	
2. Location of instructional areas eliminates undue interference with or from other school activities.	
3. The design and shape of rooms does not hinder the learning activities.	
4. Adequate visual control and supervision of all instructional areas is possible.	
5. Sufficient materials and supplies are available throughout the year to accomplish program objectives.	
6. Instructors have ready access to overhead, slide and film projectors, tape recorders, screens and other teaching equipment.	

Criteria	Rating/Comments

Evaluation

1. The program uses a continuous and planned program of evaluation which is relative to the written philosophy and objectives.

2. The evaluation includes:

   A. present students

   B. former students

   C. School administrators

   D. advisory committee members

   E. participating employers/sponsors

   F. parents

   G. Office of Public Instruction

Administration

1. Administrative personnel encourage and support inservice training for teachers.

2. Administrative personnel allows in-school release time for teachers to visit business, industry or other programs to obtain insight for program improvement.

3. Administrative personnel support advisory groups in program evaluation and improvement.

4. Administrators or supervisors regularly evaluate and provide written feedback to teachers about the program.

RESOURCES

Evaluation

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Vocational Guidance

10.0 VOCATIONAL AND CAREER GUIDANCE

10.1 Introduction

Vocational guidance has been variously defined, but perhaps is most accurately defined in the 1984 Guidelines for Secondary Vocational Education in Montana:

> Vocational guidance is the process of helping persons to know, to accept, and to respect their own abilities, interests and aptitudes; then match these with realistic vocational goals; and finally, proceed with maximum effectiveness toward these goals.

Of course, the cooperative education coordinator will find many opportunities to provide guidance for students, employers, parents, school officials and other needing information or assistance relative to the program. While guidance and counseling personnel will provide assistance, the cooperative coordinator must be prepared to handle a number of these duties. The major guidance duties are outlined below.

Information

Co-op coordinators should be prepared to provide information about the program to students, parents, employers, school personnel and others, as well as career information for prospective and enrolled students. In addition, occupation and education information should be related to students leaving the program. Key resource materials that should be readily available would include the MONTANA VIEW program available from the Office of Public Instruction; the Occupational Outlook Handbook; the Encyclopedia of Careers and Vocational Guidance; the Dictionary of Occupational Titles, the Montana Career Information System (MGIS); the General Information System (GIS); and catalogs of all post-secondary vocational technical centers, community colleges and four-year colleges/universities in Montana.

Counseling

Guidance services should provide individual and/or group vocational counseling for prospective and enrolled students; assist in placement and job adjustment needs and other personnel needs; and assist students in current or future academic decisions.

Specifically, counselors should:

1. Refer to test scores to determine individual strengths and weaknesses.

2. Interpret test scores to individuals so they will understand the results. Emphasize confidentiality of information and help the student build an increasingly positive self-image.

3. Counsel students regarding career goals, vocational planning and occupational choice.

4. Counsel with and follow-up the dropout students in an effort to provide direction toward either further training or entry into the labor market.

5. Provide some group counseling to discuss occupational information, vocational training opportunities and social problems. This will allow for personal interaction with peers and reinforce the career decision making Process. (1984 Guidelines for Secondary Vocational Education in Montana)

Testing

Co-op coordinators should provide vocational and career apptitude, and interest information for prospective and enrolled students. Aptitude tests are normally standardized and should be administered by the counseling staff. Examples of standardized tests that would be helpful would be the General Aptitude Test Battery (GATB); the Differential Aptitude Test (DAT); and the Armed Services Vocational Aptitude Battery (ASVAB). Examples of other instruments appropriate for use would be: A Career is Calling, published by the Bell System and available through the Helena Montana Bell Office; the Strong Vocational Interest Blank (SVIB); and Kuder Occupational Interest Survey (KOIS).

Placement and Follow-Up

The functions of placing a student at a job training station should include the following:

1. Making contacts with employers
2. Coordinating job placement
3. Providing instruction in job seeking skills
4. Surveying employment needs in the community
4. Adjusting vocational education curriculum as a result of input in meeting identified needs

It is important that the coordinator identify the placement of students completing the cooperative program and then conduct follow-up studies as a means of evaluating the program and providing valuable feedback for program modification. According to the 1984 Guidelines for Secondary Vocational Education in Montana:

> A systematic one- and three-year follow-up study of both students and employers to determine effectiveness of vocational programs and employer satisfaction should be conducted. Follow-up studies can provide data relative to how effectively a school is meeting its stated goals while providing accountability of these services. In this respect, it can be used to evaluate programs and services provided for the students.

Providing quality guidance for cooperative education students suggests not only guidance competence on the part of the coordinator, but a set of principles to follow and a system for applying the principles. Twelve principles are listed below. Following the principles is a guidance model that allows the coordinator to approach this task in a systematic way.

10.2 Principles of General Vocational Guidance

1. Listen to the students. Be a good listener; be sincere about your interest in students' problems.
2. Respect the confidentiality of student information given to you.

3. Help the student establish vocational goals and become aware of lifetime career patterns of people.
4. Stay well informed about occupational aptitude requirements for respective disciplines.
5. Remain open-minded and do not place values on students.
6. Understand what is being stated by the student; make no assumptions.
7. Refrain from becoming involved in counseling problems that are beyond your capabilities. Refer the student to someone who has the expertise.
8. Point out the student's strong points and assist her or him in recognizing weak points.
9. Respect the worth of each individual and help that person build upon her or his strong points.
10. Help students recognize, cope with, and accept weak points.
11. Have a regularly scheduled time for student appointments.
12. Be well informed about educational opportunities for the student.

10.3 Guidance Model for the Cooperative Coordinator*

STEP I	Create a proper physical environment.
STEP II	Create a proper mental climate.
STEP III	Determine the real reason the student is seeking guidance.

*Developed by Dr. Norman L. Millikin, Montana State University

STEP IV	Determine the stage of the problem of the student.
STEP V	Establish whether or not you can be of help.
STEP VI	With the student determine the process to be used in solving the problem.
STEP VII	Establish the alternatives in light of the possible outcomes.
STEP VIII	Assist the student in decision making.
STEP IX	Follow up the decision for feedback and evaluation.

Legal Responsibilities

11.0 LEGAL RESPONSIBILITIES

Information on state and federal child labor laws and Internal Revenue Service regulations is continually being revised. While some of these regulations are included here, each coordinator is urged to obtain current information on those topics of interest. Sources are listed in the appendices which will be helpful in obtaining current information. See Appendices AA through GG for legal responsibilities.

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Legal Responsibilities

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Postsecondary Vocational Supplement

12.0 POSTSECONDARY VOCATIONAL SUPPLEMENT

12.1 Introduction

Students pursuing vocational training beyond the secondary level have a broad range of educational opportunities available in Montana. Primarily, these opportunities are found in Montana's postsecondary vocational technical centers and community colleges. Collectively, these institutions offer a significant number and variety of programs designed to enable people to acquire marketable skills.

A postsecondary educational institution is identified as a nonprofit institution legally authorized to provide postsecondary education within a state. A postsecondary vocational program is one in which credit is given toward a vocational certificate or associate or other degree, but not a baccalaureate or higher degree. For the purpose of this handbook, those institutions meeting the above description, regardless of governance structure, are considered to be Montana's postsecondary schools.

The cooperative method of instruction is a viable technique at the secondary, postsecondary and collegiate levels. In all cases, it offers a means of adding relevancy to the curriculum while reinforcing the career objective of the student. At each level, however, the method of implementation may vary depending upon the structure of the institution and the nature of the program.

12.2 Local Policies

Institutions offering postsecondary cooperative education programs should develop a local policy statement to provide management direction for the program. A well developed policy statement will

provide guidelines for staff, training sponsors, student participants and administrators. The following items are suggested for local consideration:

1. A written agreement should be developed between the student, the institution and the training agency which stipulates the respective responsibilities and conditions under which the learning experience will take place and the expected learning outcomes that will be achieved. See Appendix for example of a training agreement.

2. The student should receive both credit and monetary rewards for approved cooperative experiences.

3. Student placement and supervision should be coordinated by staff with expertise in the area and the ratio of students to coordinator should be such as to assure a quality experience in the program area.

4. A correlated seminar or related class should be required.

5. Instructor (coordinator) supervision and evaluation, along with systematic evaluation of student progress, is required for credit.

6. A local advisory committee should be utilized for each program area offering the cooperative education option.

7. Specialized training for training sponsors is encouraged.

8. Grading procedures and credits to be earned should be predetermined and stated in the training agreement.

9. Evidence of hours worked should be provided by the student-learner.

10. The results of the cooperative experience and supporting documents should be placed in the student's placement file for reference.

11. Cooperative coordinators should be provided with release time for student supervision.

12.3 Program Options

The cooperative method of instruction lends itself to a variety of implementation strategies. This versatility is a particular advantage at the postsecondary level because it allows the institution to

accommodate students with a wide variety of needs. Four approaches which may be utilized effectively are as follows:

1. Parallel Option: Students attend classes and work on a part-time daily basis. Students following this plan often attend classes in the morning and work during the afternoons, evenings and weekends. This option has particular appeal for those students who must work in order to continue their education.

2. Extended Day Option: A reverse of the parallel option, students work full-time during the day and attend classes on an evening basis.

3. Summer School Option: The student participates in a full-time cooperative experience during the summer quarter, with or without the option of participation in a related seminar. This option should be considered when employment opportunities are limited in a community or when employment opportunities dramatically increase during the summer months.

4. Alternating Option: Under this plan, students may attend classes for a predetermined number of quarters with the cooperative experience offered on some alternating quarter basis. This plan has particular application when students need specific job skills prior to employment.

12.4 Credit

Credit for cooperative work experience is considered an essential element of the program. While there should be uniformity among post-secondary institutions in the awarding of credit, local policy determines how many credits will be granted. In addition, guidelines should be established concerning the number of cooperative credits that may apply toward the completion of a program.

Credit for cooperative experiences should be granted only under the following conditions:

1. The student is working in an area related to the vocational program in which the student is enrolled.

2. The student completes all required job-related assignments in the program.

3. The on-the-job-experience is the result of a detailed training plan jointly determined by the program instructor and the training sponsor.

4. The student's cooperative experience is systematically evaluated.

12.5 Training Agreements and Training Plans

The difference between a job and a cooperative work experience lies in the training agreement and the training plan. A training agreement states the conditions to which participants agree when involved in the training program. A training plan is an outline of the major competencies to be learned on the job and in the related instruction. The training agreement and the training plan may exist as a single document or two separate documents. In either case, the cooperative coordinator, the employer (training sponsor) and the student should be involved in determining the criteria to be met and the tasks to be learned.

Students who are employed without the benefit of a training agreement and training plan are like any other employee and have little or no basis for receiving academic credit for their experience. It is through a planned program of progressive learning experiences that cooperative programs derive their integrity.

While the training agreement may become a somewhat standardized form for all students, the training plan should represent an individualized series of correlated experiences. Each cooperative student should experience those activities that will lead to occupational competence in the student's chosen career area. To achieve this goal, the training plan should be developed jointly by the program participants and adjusted periodically as the student develops competence and progresses in the mastery of job skills.

12.6 Seminars

Students participating in postsecondary cooperative education programs may also be required to participate in a related seminar. The purpose of the seminar is to provide students with an opportunity to discuss mutual work experiences and to gain insight into the work environment. Credit may be granted for the seminar or it may be considered an integral part of the cooperative experience.

Seminars may be held once a week or offered on some other basis. While the cooperative coordinator may organize and control the course content, students should be involved both in the planning and implementation of the seminar. This is also an excellent area to introduce a wide variety of community resources to the cooperative student. Whether from local or out-of-town sources, resource people can be valuable in adding meaningful realism to the seminar and the career development of the student.

Postsecondary institutions offering cooperative education options in several program areas may combine cooperative students in a single seminar. This may offer the advantage of providing a cross section of occupational experiences to make the seminar more interesting. Also, it may offer a scheduling advantage for the institution.

Seminar topics may vary depending upon student interests and employment needs. However, the following list is offered to stimulate ideas and form a beginning point:

1. Preparation for employment
2. Self assessment techniques
3. Human relations
4. Leadership development
5. Employment trends
6. Career planning techniques
7. Personal development
8. Job finding/changing techniques
9. Business trends
10. Non-traditional employment
11. Job advancement techniques

Collegiate Supplement

13.0 COLLEGIATE SUPPLEMENT

13.1 Introduction

Cooperative education in Montana's colleges began with Section 801 of the Higher Education Act of 1965, Title VIII, as amended. In that act, monies were specifically earmarked for postsecondary cooperative education programs and reinforced in subsequent amendments. To obtain such monies, colleges wishing to implement a cooperative program could apply for a federal grant to support the initiation, strengthening, and expansion of cooperative education.

The first college in Montana to avail itself of the federal monies was Eastern Montana College. From 1973 to 1976, EMC implemented and expanded a cooperative program with a full complement of coordinators, faculty advisors, employers and students. In 1978, Northern Montana College received federal funding to begin a program, followed by Montana State University.

While various segments of cooperative programs were available prior to the advent of federal funding, it was with federal monies that programs began to blossom.

Currently in the State of Montana, there are Cooperative Education programs at Montana State University, University of Montana, Montana Tech, Eastern Montana College, Northern Montana College, and Western Montana College. Other programs are available at Carroll College, The College of Great Falls and Rocky Mountain College.

13.2 Grant Information

Sources of Funding

Funding for cooperative education programs is currently authorized under Title VIII of the Higher Education Act of 1965. Funds are

awarded to eligible institutions to plan and implement new programs, or to expand and strengthen existing programs.

Application forms and information packages which include comprehensive instructions administering each area of a grant may be obtained from:

Cooperative Education Branch
U. S. Department of Education
Room 3053, Regional Office Bldg. #3
7th and D Streets, S.W.
Washington, D.C. 20202
Telephone: (202) 245-2146

Distribution of Funds

In fiscal 1984, an estimated 15,000,000 was awarded for administration grants (grants awarded to institutions of higher education for administering cooperative education programs). This amount supported approximately 150 projects, with annual awards averaging $87,000. Comprehensive and/or demonstration grants may be awarded up to $1,000,000 (for a three or five year granting). For further information, contact:

Chief
Cooperative Education Branch
Division of Institutional and
State Incentive Program
Office of Higher Education Incentive
Program
Regional Office Building #3
Washington, D.C. 20202
Telephone: (202) 245-2484

13.3 Definition of Cooperative Education

Cooperative education represents a working partnership in which an educational institution joins with an employer in a structured relationship. Its basic purpose is that of providing a means whereby a student can combine study at the institution with a work experience which is under the supervision of the employer in order to fulfill the total requirements of a particular educational program. Students en-

gaged in such a program must be regularly matriculated students at the institution.

The requirements of a cooperative education program include the successful completion of a specified combination of alternating classroom and work experiences, being as frequent as morning and afternoon patterns or following the more traditional alternation of a full college term or terms. The total work experience is of sufficient duration to be considered a meaningful part of the program in which the student is enrolled, and is evaluated by the institution, the employer, and the student. Work experiences must be preceded by a consultation between the student and a faculty and/or cooperative coordinator member of the institution and/or the employer at which time the objectives of the work experience are discussed. A work experience should neither precede the first academic term of the student nor be initiated following graduation at the degree-granting institution, unless such student is involved in an articulated cooperative education program.

Whether cooperative education is mandatory or optional at an institution, student participation in work experiences should be considered a regular part of the degree program in the same sense as any of the institution's academic offerings.

Work experiences are to be appropriately related to the educational and career objectives of the particular student and at a rate of pay comparable to employees who do similar work. However, a student may agree to work without pay for a social welfare or educational organization provided that the position is not one for which other persons are compensated by the organization. Some of the activities which would not be considered appropriate cooperative education experiences are life

experiences, field trips, recreational experiences, independent study, surveys, and travel.

It is expected that there will be various cooperative education models including the use of mandatory or optional co-op credit or noncredit for the work experiences, and differences in the number, duration, and schedule of work experiences. Regardless of the model, the institution's calendar shall provide for a continuous and orderly advancement toward a degree for a cooperative education student.

As can be noted from the above definition, cooperative education programs differ from traditional collegiate internships in three basic ways. First, traditional collegiate internships consist of work experience after most of the required coursework in the student's curriculum has been completed. These experiences typically last one quarter or less.

By contrast, cooperative education programs integrate learning activities with the work world by offering several (two or more) exposures to the job market throughout the course of the student's curriculum. A typical cooperative student would work during the summer of his/her sophomore year, and again in the spring of his/her junior year.

The second difference lies in the purpose of the program. While traditional collegiate internships are primarily designed to expose and orient students to the work world through one session of work experience, cooperative education programs ideally increase the student's level of professional responsibilities with each placement.

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*As adapted from the National Commission for Cooperative Education, May 15, 1978. Taken from Cooperative Education Association Newsletter, Vol. 11, No. 1, July-August, 1978, page 2.

The third difference lies in the manner in which the institution evaluates and supports the program. Cooperative education programs funded on the federal level require an increasing amount of institutional support plus comprehensive evaluations of both the cooperative student and the program.

13.4 Benefits

Advantages for the Student

--an opportunity to make programs of study more relevant

--exposure to and experience in the job world

--enrichment of educational experience under competitive employment conditions

--a greater sense of responsibility, maturity, and self-confidence

--college credit and a grade for participation in the Cooperative Education Program

--an opportunity to earn money to help pay for college expenses

Advantages for the University

--ability to offer a direct learning experience to the students

--valuable liaison is established with business and industry

--closer communications with the community

--provides an opportunity for faculty members and business/industry to become better acquainted

--stimulates curriculum changes aimed at meeting employment needs

Advantages for the Employer

--an effective, inexpensive way to recruit employees

--a year-round flow of qualified talent will provide an opportunity to test and select persons with needed abilities and meet particular employment needs

--a chance to develop communication and mutual understanding between the college and the community

--an opportunity to influence future professionals

--students who have been thoroughly trained in established employment practices may become valuable permanent employees after graduation

13.5 Advisory Committees

The formation, function and operations of the advisory committee at the college level differ little from those at the secondary level. Please refer to Section 2.0, "Advisory Committees", for particulars regarding the following information:

--balancing of committee membership

--representation of faculty and administration

--number of members

--rotation of membership

--election of officers

--specifics of conducting meetings

--overall function of advisory committees

While the above show similarities between the secondary and college levels, the content of those meetings may differ. The following topics are examples of those often covered at college-level advisory meetings:

1. funding of particular programs
2. integration of work experience with specific academic curriculums
3. determination of the number of credit hours to be allocated for work experience
4. transferability of credits earned in cooperative education experiences from one institution to another
5. grant application procedures
6. program evaluation and follow-up

Other topics of a similar nature could also be addressed. See Appendix E. for a sample Advisory Committee Agenda.

13.6 Public Relations

The structure of cooperative education at the college level requires an intensive public relations program with faculty members and employers. In addition to recognizing faculty members and employers at banquets and similar functions (see Section 8.0, "Public Relations"), the Cooperative Education Office or the regional Cooperative Training Center can offer workshops which provide a service to employers and/or faculty members. Examples include employer workshops on human resource development, sales motivation and sales management. Faculty workshops can focus on topics such as faculty development and reward systems for cooperative education participants. In addition, these workshops can provide training for cooperative education supporters.

13.7 Program Components

While there are many important components to a collegiate cooperative education program, the three most important appear to be:

1. a learning contract or agreement
2. faculty or cooperative coordinator supervision of the work experience

3. An adequate ongoing reporting system by the student during his/her work period.

The Learning Contract

When a student is ready to begin work, cooperative education programs at both the secondary and college levels formally identify the conditions and responsibilities of each program participant and list the student's specific job duties. The only notable difference between the two levels is that the secondary level uses two separate forms to document this information (the training plan and the training agreement; see Sections 4.5 and 4.6), while the college level programs typically condense this information into one form, sometimes referred to as a learning contract. (See Appendix U).

Faculty Supervision

Faculty supervision of student work experiences is another component of cooperative education programs required at both the secondary and college levels.

In a centralized college program, placement, supervision and evaluation is done by the cooperative coordinator of the class or curriculum sponsoring the experience. In a decentralized college program, however, supervision can be done by either the cooperative education coordinator or a faculty member from the student's curriculum. Supervisors should make on-site visits during each work period.

The necessary components that supervisors will want to be aware of are: 1) utilization of a learning contract or work agreement,

2) an adequate evaluation process for measuring student performance, and 3) adequacy of job tasks for achieving learning objectives.

Employer Evaluation

At least once during each quarter of work experience, the employer is asked to submit a formal evaluation of the student's work performance to the cooperative education office. (See Appendix U).

Student Reporting

An important element of a succesful cooperative education program is an ongoing student reporting system throughout the course of the work period. The learning contract contains an example of a weekly reporting system whereby students document weekly progress toward the goals and objectives listed on their learning contracts. (See Appendix U).

In addition to keeping the cooperative education office up to date, these reports add structure to the experience while acting as a guidepost for students to mark their progress and accomplishments on the job.

Appendices

GLOSSARY OF TERMS

Advisory Committee

A group of individuals, usually from outside the field of education, with specific knowledge and expertise regarding the need, development and operation of a vocational program.

Career Development

A life long process involving a series of experiences, decision and interactions, which, taken cumulatively, results in the formulation of a viable self-concept and provides the means through which that self-concept can be implemented both vocationally and avocationally.

Community Survey

A fact-finding study of socio-economic conditions and resources, community agencies, industries, businesses, farming and other conditions as they exist in a given community at a given time. The results are used as a guide in developing or revising school offerings to meet local needs.

Cooperative Education

A program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in an occupational field. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his/her employability. Work periods and school attendance may be on alternate half-days, full-days, weeks or other periods of time in fulfilling the cooperative work program.

Coordination

The process of developing the administrative, organizational and instructional activities of the vocational program and directing them toward a common purpose. In addition to the prime activity of coordinating instruction in the school and at the training station, coordination may also include, but is not limited to, student recruitment and orientation, survey of employers, advisory committees, parents, evaluation and youth organizations.

Montana Advisory Council for Vocational Education

A council appointed by the Superintendent of Public Instruction which is separate and independent from the Office of Public Instruction. The council evaluates and advises vocational services, programs and agencies responsible for vocational education

policy and administration in Montana and submits an annual evaluation report of its findings.

Related Vocational Instruction

In-school courses specifically designed to improve personal and social skills, provide needed basic education (remedial) and/or develop relevant occupational skills and knowledges. The course should be regularly scheduled, should complement the learning experiences at the training station, and should be planned and developed to meet the specific needs of the individual student. The content of this course should consist of the theory of the occupational skill, the specific related instruction, and the general related instruction necessary to achieve personal success in the world of work.

Sponsor Development Program

A formal program offered by the cooperative coordinator which is designed to make training sponsors aware of their responsibilities in the program and to help them develop effective training techniques.

Task Analysis

The process of identifying the knowledge, attitudes, and skills (competencies) necessary to be successful in a specific occupation.

Teacher-Coordinator

A member of the local school staff who teaches technical and related subject matter to students preparing for employment and coordinates classroom instruction with learning activities at the training station.

Training Agreement

A statement of fundamental agreements regarding the participation of the student in a work environment. Initiated by the school, the agreement reflects a voluntary and cooperative commitment on the part of the school, employer, student and parent.

Training Plan

A written plan for each student which details the learning experiences and tasks to be undertaken at the training station and which are paralleled with classroom instruction.

Training Sponsor

The individual to whom the student-learner looks to for instruction and supervision at the training station. The on-the-job training sponsor may be the owner or manager or a responsible person appointed by management.

Training Station

The establishment providing an on-the-job learning experience for the student-learner.

Vocational Cluster

The cluster concept is a form of vocational education which prepares the individual to enter into gainful employment in a number of occupations which have sufficient commonalities in human requirements and kinds of work to permit a high degree of mobility within, as well as job entry into, the several occupations associated with the cluster.

Vocational Education

Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

Vocational Guidance

Those activities which assist students in identifying their aptitudes, interests, abilities, skills, aspirations and any other considerations that relate to choosing an occupation. It also includes such things as learning about the nature of work, identifying the specific requirements of an occupational area and developing career decision-making skills.

Vocational Student Organization

An organization for students enrolled in vocational education programs, the activities of which are an integral part of the instructional program.

COOPERATIVE COORDINATOR JOB DESCRIPTION

The following brief job description outlines the basic responsibilities of a cooperative teacher-coordinator.

1. Guidance and selection of students

   Describe the program to students
   Work with guidance personnel
   Provide occupational information
   Counsel students about entering the program
   Gather information on students
   Select students and develop programming and scheduling
   Assist students with career planning process

2. Place students in occupational laboratories

   Enlist participation of cooperating employers
   Select suitable training stations for each student
   Orient employers, training sponsors and co-workers
   Prepare students for job interviews
   Place students on the job
   Develop training agreement for each employed student

3. Assist students in adjusting to their work environment

   Help students on their jobs
   Deal with job problems
   Plan personal development with training sponsors and students
   Evaluate job progress
   Conduct regular visits and evaluations of training stations

4. Improve training done on the job

   Establish responsibilities on the job
   Develop training plans which provide for progressive experience
   Consult and assist training sponsors
   Maintain training emphasis of program

5. Correlate classroom instruction with on-the-job training

   Determine needed instruction
   Assemble instructional materials
   Teach related classes
   Direct individual projects and study
   Obtain assistance from other teachers
   Advise training supervisors concerning application of classroom instruction to be made on the job
   Evaluate learning outcomes
   Identify and utilize community resources
   Assess curriculum for sex fairness

6. Assist students in making personal adjustments

   Help students develop desirable social and personal habits
   Counsel students with personal and socio-economic problems
   Assist students with educational problems
   Resolve behavioral problems

7. Direct vocational youth organization

   Advise youth group
   Guide students in organization of activities
   Participate in group activities

8. Provide services to graduates and adults

   Provide guidance and placement services for graduates
   Participate in the planning and operation of adult programs
   Offer seminars and workshops in conjunction with business and industry

9. Administrative activities

   Plan program objectives
   Conduct research and planning such as community surveys and follow-up
   Organize and work with advisory committee
   Plan curriculum
   Communicate school policy
   Work with cooperative coordinators from various programs
   Prepare reports and funding proposals
   Participate in professional meetings
   Conduct budgeting and purchasing activities
   Consult with related agencies such as the employment service
   Develop and conduct a follow-up program for students

10. Maintain public relations

    Plan an annual public relations program
    Prepare printed publicity
    Construct displays and exhibits
    Provide press releases to news media
    Maintain communication with faculty, parents, community, employers, school administrators, trustees and student body

RESOURCES

Montana Advisory Council for Vocational Education
1226 11th Avenue
Helena, MT 59601
Phone: 449-2013

Montana Department of Labor and Industry
Labor Standards Division
Capitol Station
Helena, MT 59620
Phone: 449-5600

Montana State Occupational Information Coordinating Committee
P. O. Box 1728
Helena, MT 59601
Phone: 449-2741

Office of Public Instruction
Vocational Education Services
1300 11th Avenue
Helena, MT 59601
Phone: 449-2087
Toll Free Educational Hotline: 1-800-332-3402

Montana State University
Bozeman, MT 59717
Phone: 994-0211
- Agriculture Education
- Business and Office Education
- Distributive Education
- Home Economics Education
- Industrial Arts Education

University of Montana
Missoula, MT 59812
Phone: 243-0211
- Business Education
- Home Economics Education

Eastern Montana College
Billings, MT 59101
Phone: 657-2011
- Office Education

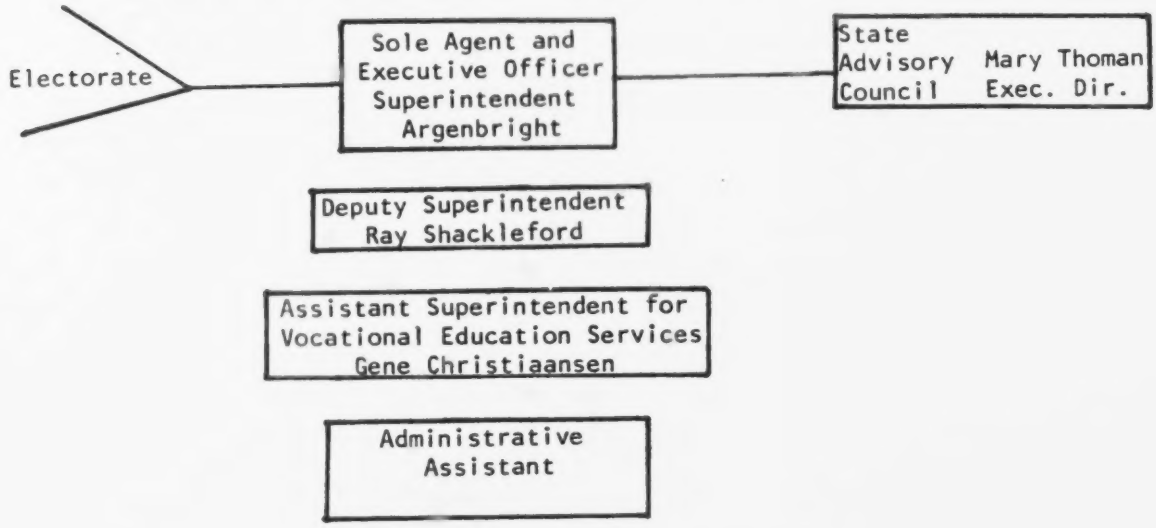
Northern Montana College
Havre, MT 59501
Phone: 265-7821
- Business Education
- Industrial-Technical Education

U. S. Department of Labor
Employment Standards Administration
4311 Federal Building
125 South State
Salt Lake City, UT 84138
Phone: (801) 524-5706

American Vocational Association
2020 North Fourteenth Street
Arlington, VA 22201
Phone: (703) 522-6121

United States Office of Education
Cooperative Education Division of
Vocational Technical Education
7th and D Streets, S.W.
Washington, D.C. 20202
Phone: (202) 245-9608

DEPARTMENT OF VOCATIONAL EDUCATION SERVICES



Distributive Ed & Co-op Programs
*Redina Berscheid

Agriculture Ed.
**Leonard Lombardi

Home Economics & HERO Ed.
*Mary McAulay

Montana VIEW, Vocational Guidance
**Montez Briggs

Human Potential Development
*Sally Moore

State Plan, Research & Fed/State Reports
**Dennis Sheehy

Business & Office Ed.
*Marion Reed

T & I & Industrial Arts Ed.
**Jeff Wulf

Special Needs & Health Occupations
*Barbara Crebo

Reading & Lauguage Arts
**Pam Sommer

CETA Programs
**James Whealon, Manager

CETA Youth Program Specialist
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*449-2087
**449-3126

EDUCATION HOTLINE
1-800-332-3402

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**Arlis Pfeffer, Admin. Assistant, CETA
**Fanny Gordon, Secretary II
*Teri Guszregan, Secretary II
*Carola Bellin, Secretary II
*Carolyn Williams, Secretary II ½ Time

MSU ADVISORY COMMITTEE MEETING

COOPERATIVE EDUCATION

A G E N D A

I. Introductions and Welcome - Dr. Stuart Knapp
1:00 - 1:15

II. Cooperative Education - Postsecondary Nationwide Rundown
1:15 - 1:30

III. Cooperative Education at MSU - Status & Directions
A. Internship vs. Co-op
B. Existing Programs
C. New Programs
D. Further Directions Planned by Co-op Offices
1:30 - 1:45

IV. Working Sessions: 1:45 - 2:15

Group I "Structure As A Part of The Co-op Program, How Much, How Little"

Group II "Employer Evaluation Procedures"

Group III "When Are Students Eligible For Co-op?"

V. Group Reports and/or Recommendations
2:15 - 2:45

VI. Wrap-up
2:45 - 3:00

APPLICATION FOR COOPERATIVE EDUCATION

Name of Student_____ Date_____
(last) (first)

Age (last birthday)____ Date of Birth_____ Height_____ Weight_____

Physical Condition_____ Remarks_____

Address_____ Telephone Number_____

Mother's Name_____ Occupation_____

Father's Name_____ Occupation_____

Occupational Plans_____

_____

HIGH SCHOOL CREDITS: (Including ninth grade)

English_____ Social Science_____
Mathematics_____ Foreign Language_____
Science_____ Commercial_____
History_____ Vocational_____

What subjects do you need for graduation?_____

_____

Do you intend to go to college?_____ Reason_____

_____

Have you ever been employed before?_____ Where?_____

What did you do?_____
(If additional space is needed, use back of this page)

_____

In what extra-curricular activities have you taken part?_____

_____ List those you wish to take part in

this year:_____

List as references three teachers under whom you have studied for at

least one semester:_____

_____

If you are accepted in the Cooperative Education course, do you agree to put forth your best efforts in completing your training?_____

(Signed)_____
(student)

I consent to _____ entering the Distributive Education course, and agree to cooperate with the school and the training agency.

(Signed)_____
(parent/guardian/custodian)

COOPERATIVE EDUCATION TRAINING AGREEMENT

The _____ will permit _____
(training agency) (student)
to be employed in their business for the purpose of gaining practical knowledge and experience in the occupation of _____ from _____ to _____. The training will be provided in accordance with the following conditions:
(beginning date) (ending date)

THE EMPLOYER AGREES TO:

1. Employ the student for an average of _____ hours per week and pay the student at the same rate as any other beginning employee in the same job. The beginning rate of pay will be _____.

2. Provide training for the student in accordance with the Training Plan.

3. Provide instruction in safe and correct procedures and closely supervise the student's work.

4. Work with the teacher-coordinator to insure the best possible training.

5. Evaluate the student's performance on a regular basis.

6. Consult with the teacher-coordinator if dismissal or lay-off is anticipated; conferences about unsatisfactory situations should be held to avoid dismissals.

THE STUDENT AGREES TO:

1. Work for the employer in order to receive training and experience.

2. Demonstrate an interest in the job and cooperate with all persons involved in the training.

3. Adhere to all rules and regulations of the business and act in an ethical manner at all times

4. Attend classes each school day as a prerequisite to work unless prior arrangements have been made with the employer and the teacher-coordinator.

5. Inform the employer and the teacher-coordinator in the event of illness or emergency that prevents attendance.

6. Develop the knowledges and skills necessary to become an effective employee of the business.

THE PARENT/GUARDIAN AGREES TO:

1. Share responsibility for school and job attendance.

2. Provide a means of transportation for the student that will assure promptness and good attendance.

3. Insure that the student does not assume additional employment while participating in the program without approval from the teacher-coordinator.

4. Encourage the student to succeed in school work and job performance.

GENERAL POLICIES:

1. Regular conferences will be held by the training sponsor, student and the teacher-coordinator to discuss the student's progress.

2. The teacher-coordinator will offer related instruction in school and coordinate the school activities and on-the-job training.

3. The earnings of students employed under a cooperative training agreement are exempt from both state and federal unemployment. Earnings do not have to be reported and unemployment compensation cannot be claimed by the student.

4. The coordinator and/or employer reserve the right to withdraw the student from work under the following conditions:

a. The student is no longer enrolled in the program.

b. The student's attendance, performance or grades are unsatisfactory.

c. The policies or rules of the employer or the program are abused by student.

d. The training plan is not being followed.

Student_____Employer_____Date_____

Parent/Guardian_____Teacher/Coordinator_____

COOPERATIVE EDUCATION - TRAINING AGREEMENT

By this agreeement the _____ (training agency)

will permit _____ (student) to enter its establishment

for the purpose of securing training and knowledge in _____ (occupation).

All persons concerned jointly agree to the following conditions:

1. That the training will extend from _____, 19___, to _____, 19___, five days per week.

2. That the trainee and the training agency will have a probation period of ___ weeks. At the end of this period the trainee, training agency or the coordinator may terminate this agreement.

3. The trainee will divide time: in school _____ laboratory period _____.

4. The trainee will be supervised by: in school _____ laboratory period _____.

5. The school will make provision for the student to receive related and technical instruction in the above occupation.

6. The training during the laboratory period shall be progressive. It shall provide for the trainee's passing from one job to another in order that the trainee may become proficient in different phases of the occupation.

7. All complaints shall be made to and adjusted by the coordinator.

8. The coordinator shall have authority to transfer or withdraw the trainee at any time.

9. The trainee may work after classes are finished that day and/or Saturdays as may be arranged with the training agency.

10. The student promises to abide by all implied and stated terms included in this memorandum. The student shall be bound during the laboratory period by the ordinary school regulations.

SIGNED:

_____ (Employer)

_____ (Student)

_____ (Coordinator)

COMMUNITY SURVEY

COOPERATIVE VOCATIONAL EDUCATION PROGRAM

_____ is considering beginning a COOPERATIVE VOCATIONAL EDUCATION PROGRAM in which students are placed part time in business or industrial establishments for job training, for which they receive credit. Your answers to the following questions will help the _____ to determine the need for such a program in _____ and surrounding areas. All information will be held in strict confidence.

Name of firm _____ Telephone _____

Address _____

Type of business _____ Business Hours _____

Name of person completing questionnaire _____ Position _____

1. Approximately how many students does your firm now employ?

   Male _____ Female _____

2. Approximately how many full-time employees does your firm employ?

   Male _____ Female _____

3. What is the union status of your firm's employees? (Check the one that applies)

   Nonunion ( ) Voluntary union ( ) Compulsory union ( )

4. Are temporary workers employed by your firm during any of the following times? (Check those that apply)

   Christmas ( ) Summer ( ) Weekends ( ) Other times ( )

5. What are your sources for the recruitment of new employees? (Check those that apply)

   High school placement service ( )
   College placement service ( )
   Employment agencies ( )
   Voluntary applications ( )
   Other (specify) ( ) _____

6. Which of the following are charactristic of your beginning, inexperienced employees? (Check those that apply)

Ability to express themselves well	( )
Ability to spell correctly	( )
Good knowledge of business mathematics	( )
Initiative	( )
Responsibility and punctuality	( )
Ability to follow directions	( )
Ability to meet the public	( )
Ability to get along with follow workers	( )

Do you think a program designed to give students on-the-job training would be of value to the following: (Check those that apply)

Your city students:	Yes ( )	No ( )	Undecided ( )
Your city employers:	Yes ( )	No ( )	Undecided ( )
The whole community:	Yes ( )	No ( )	Undecided ( )

8. Would your firm be interested in cooperating with the in providing on-the-job training for interested and capable students? (Check those that apply)

Interested	( )	Undecided	( )
Want more information	( )	Not interested	( )

SURVEY OF JOB OPPORTUNITIES

Kind of Business _____ Date _____

Name of Firm _____ Address _____

Person Contacted _____ Phone _____

1. How many full-time employees do you have? _____ Part-time? _____
2. Please list the job categories you use and the number of employees in each.

   a. _____ Full-time _____ Part-time _____

   b. _____ Full-time _____ Part-time _____

   c. _____ Full-time _____ Part-time _____

   d. _____ Full-time _____ Part-time _____

   e. _____ Full-time _____ Part-time _____

3. How many replacements do you estimate you will need in the next year? _____

   in which categories? _____

   _____

4. How many students do you presently employ? _____
5. If none, have you ever employed students? Yes _____ No _____
6. Would you be interested in learning more about a program designed to train employees for your type of business? Yes _____ No _____
7. Would you be interested in learning more about the availability of training for your present employees? Yes _____ No _____

GUIDE FOR IDENTIFYING POTENTIAL TRAINING STATIONS

Business _____ Address: _____

Owner/Manager: _____ Phone: _____ Date: _____

Criterion	Notes and Comments
1. Nature of the business.	
2. Available jobs--are jobs available that match students' career objectives?	
3. Stability of work force--are employees satisified with the business?	
4. Facilities and equipment--are they modern, up-to-date, and safe?	
5. Working conditions--are they appropriate for a student-learner?	
6. Location-will location pose any transportation problems for students?	
7. Reputation of the firm--is the business a respected, progressive member of the community?	
8. Training methods and/or programs used--does the business show a commitment to employee training?	
9. Attitude of employer toward employees--is there an interest in the needs of the employees?	
10. Evidence of willingness to cooperate with the vocational program.	

ADDITIONAL INFORMATION

TRAINING PLAN

STUDENT-TRAINEE _____

JOB DESCRIPTION _____

TRAINING SPONSOR _____

TRAINING STATION _____

Initial Training Period

COMPETENCIES TO BE DEVELOPED	EVALUATION
ORIENTATION & WORK ADJUSTMENT	
HUMAN RELATIONS	
CUMMUNICATIONS	
BASIC JOB SKILLS	
SPECIFIC JOB SKILLS	

EMPLOYER'S PROGRESS REPORT

Cooperative Education Program

Name of student worker _____ Date_____

Employer_____

Supervisor_____

1. Job competence: How well does this student meet your normal standards of performance?
   Very well_____ Average_____ Below average_____

2. Progress on the job: Does this student show evidence of satisfactory growth? Yes_____ No_____

3. Relations with other people: How well does this student respond to supervision? Very well_____ Average_____ Below average_____

   How well does this student get along with fellow workers?
   Very well_____ Average_____ Below average_____

   How well does this student represent your company in public contacts? Very well_____ Average_____ Below average_____

4. Attendance: Is student's record of punctuality and regularity satisfactory? Yes_____ No_____

5. Dependability: How well does the student accept responsibility and follow instructions?
   Very well_____ Average_____ Below average_____

6. Initiative: Does the student have constructive ideas? Is the student a self-starter? Yes_____ No_____

7. Appearance: Does this student meet your standards of grroming for this job? Yes_____ No_____

8. General comments:

   Student could profit from suggestions for improvement in these areas:_____

   Student appears to show strength in these areas:_____

   _____

   Additional comments or suggestions:

   _____

9. Have you discussed this employees' progress with the student?
   Yes_____ No_____

_____
(Employer's or supervisor's signature)

EMPLOYER'S COOPERATIVE RATING FORM

Student-Learner's Name _____ Training Agency _____

(Note: In rating the student-learner please indicate if improvement is shown—Column 1)	Improvement Shown	Excellent	Above Average	Average	Unsatisfactory
PROMPTNESS Punctuality. Responsiveness to the requests of superiors. Attention to designated duties.					
INITIATIVE Willingness to do. Enterprising industriousness. Mental alertness. Resourcefulness.					
DEPENDABILITY Acceptance of responsibilities. Loyalty to employer, firm, and fellow workers. Adherence to right. Trustworthiness.					
COOPERATION Participation as member of a team. Fairness in dealings with others. Observance of standard rules of conduct and safety.					
TACT Courtesy shown to superiors and fellows. Respectful of others opinions. Refined discrimination.					
ATTITUDE Toward criticism, work, school, etc. Temperament, outlook, idiosyncracies.					
APPEARANCE Compare with standard set by other employees in the occupation.					
QUALITY OF WORK Ability to follow instructions. Care of equipment. Job performance. Job confidence.					
PROGRESS Aptitude of learning new work. Retention of skills. Growth in maturity.					

REMARKS: _____

_____

_____

DATE: _____ _____
Signature of Employer

COORDINATOR'S MONTHLY REPORT

MONTHLY REPORT OF COOPERATIVE VOCATIONAL EDUCATION
COORDINATOR'S ACTIVITIES

FOR LOCAL USE ONLY

NAME OF SCHOOL _____

MONTH _____ 19____

Date	Code	Student's Name and Occupation	Comments Describing Activities

COORDINATOR _____ MILEAGE FOR MONTH _____

CODE
1. Coordination 2. Instructional Materials 3. Promotional 4. Public Relations 5. Guidance 6. Administrative Contacts 7. Advisory Committee Activities 8. Club 9. Labor-Management 10. Home Visitation 11. Other

APPENDIX P

STUDENT INTEREST SURVEY

Name of Student_____Date_____

Occupational Interest or Career Goals _____

I am employed part time: Yes_____No_____

Occupation_____

Name of Employer_____

Address of employer_____

I am not currently working, but I am interested in cooperative education:

Yes_____No_____

I am working and feel I would benefit from classroom training that would help me do a better job:

Yes_____No_____

I am undecided. Please give me additional information:

Yes_____No_____

Do you need to work in order to remain in school?

Yes_____No_____

Do you plan to obtain further education?

Yes_____No_____

If yes, where _____

Area of specialization_____

Signature_____

STUDENT'S WEEKLY PRODUCTION RECORD

Cooperative Education Program

Student's Name _____
Employer _____
Supervisor's Name _____
Week dating from _____ to _____, 19____

Day	In	Out	Total Hours	Hourly Wage	Total Wages	Jobs Performed
M						
T						
W						
TH						
F						
S						

SUMMARY OF WEEK'S WORK:

What problems came up on which you would like help or class discussion?

What mistakes did you make? How did you handle the situation?

What new jobs or procedures did you learn from your work this week?

Describe the most interesting incident or experience you had this week.

Other comments on your work or class discussion of your work.

APPENDIX R

STUDENT'S WEEKLY EMPLOYMENT REPORT

Week of _____ to _____

19____

Trainee's Name_____ Company_____

Soc. Sec. No. _____Wages Per Hr. $_____ Hrs. Worked_____

Total_____

What problems came up on which you would like my help?_____

What problems came up on which you would like class discussion?_____

What new jobs or procedures did you learn this week?_____

What difficulties did you encounter or what mistakes did you make?_____

How did you handle the situation?_____

What was the most interesting incident or experience you had this week?

List below other comments concerning your work or the class procedures:

Training Sponsor's Initial

Trainee's Signature

APPENDIX S

STUDENT'S WEEKLY TALLY SHEET

DAY	JOB PERFORMED	HOURS ON JOB	TOTAL HOURS FOR DAY
MON.		From_____ to_____	
TUES.		From_____ to_____	
WED.		From_____ to_____	
THURS.		From_____ to_____	
FRI.		From_____ to_____	
SAT.		From_____ to_____	
		TOTAL HOURS FOR THE WEEK	
		RATE PER HOUR	
		GROSS AMOUNT EARNED FOR WEEK	

_____

Student Signature

COOPERATIVE EDUCATION STUDENT FOLLOW-UP

Name_____ Date_____
Last Middle First

Present Address_____

Employment since completing the cooperative vocational education program. List present job first.

Job Title	Name of Company	Approximate Weekly Salary	Months Employed	Hours Per Day

Are you employed in the occupation for which you were trained?
Yes, full-time ( ) Part-time ( ) Related, full-time ( ) No ( )

Did you seek employment in the occupation for which you were trained?
Yes ( ) No ( )

Do you believe you were hired because of your training?
Yes ( ) No ( )

Do you feel your training was important to your job success?
Yes ( ) No ( )

Were you hired by the firm where you did your co-op training?
Yes ( ) No ( )

What topics covered in your job training were most beneficial to you?

1._____

2._____

3._____

Most difficult tasks you were asked to perform_____

_____

How did the training help you most_____

ADDITIONAL EDUCATION OBTAINED

Name of School	Course or Major	Dates Attended From	To

MONTANA STATE UNIVERSITY - COOPERATIVE EDUCATION PROGRAM

L E A R N I N G C O N T R A C T

Course No._____ Date_____

Credit Hours _____ Resume Completed_____Yes
_____ No

Year: 19___ ____Fall, ____Spring, ____Summer.

A. Student: _____ _____
Name Address

_____ _____
Phone

Major:_____ Minor:_____

Present Career Plans:_____

____ = total credits earned to date. ____ = credit load this session, which includes: ____ credits of cooperative education study, noted above.

____ = total cooperative education credits to date inclusive of above.

B. Student will be employed for ____ hours per week at $_____ per hour, working as a _____ with

Firm or agency:_____

Street and City _____

Type of Business _____ Telephone:_____

Reporting directly to _____ whose position is _____

President or head of firm or agency is _____

C. Student agrees to complete Weekly Reports using the format attached and topics such as those typical suggestions attached; or to complete equivalent reports as agreed with professor. Normally, for a quarter, 10 weekly reports will be expected---5 for a summer session.

D. Student will also complete a Final Report of not more than ___ typewritten pages following the general typical format and description attached; or equivalent report(s) as agreed with professor.

E. A Planning Schedule (see format attached) will be completed by the student initially and submitted no later than the second week along with the first weekly report; a revised planning schedule shall be submitted no later than the fourth week along with the fifth weekly report (second week of summer session along with second weekly report).

The following specific items have been selected* to be included in the Learning Contract:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

*Attached is a list of "Cooperative Education Learning Contract Alternatives" which may be selected either for:

1. incorporation into the weekly and/or final reports in whole or in part, or
2. used as 'equivalents' to the weekly or final reports--as agreed between student and professor(s).

In addition to the above, I understand that my grade will be based in part upon a personnel rating form (sample format attached) which my employer will be asked to fill out two weeks before the end of the session.

Signatures: Dates:

_____ _____
Student

_____ _____
Professor

_____ _____
Employer

_____ _____
Coordinator

Attachments: Weekly Report Form and Typical Subjects
Final Report Form
Planning Calendar
Learning Contract Alternatives

WEEKLY REPORT FORM

For Week Beginning Monday _____

MSU COOPERATIVE EDUCATION PROGRAM

STUDENT_____ EMPLOYER_____

STUDENT'S MAILING ADDRESS_____ _____
Street City

_____ _____ PHONE_____
State Zip Area Code

NOTE: Learning objectives are not to be considered rigid goalposts. They should be instead flexible guideposts to direct your learning efforts. Learning should be thought of as any skill, knowledge, understanding, attitude, etc. you have achieved for the first time or improved upon. The learning can be related to the technical, human relations, management, marketing, etc., areas. Use your Final Report Form as a possible guideline for some of your weekly objectives.

I. List specific learning objective(s) you had this week. (See "Weekly Report-Typical Subject List" or "Learning Contract Alternatives"):

II. Describe the learning experience(s) you had this week related to the above objectives:

Describe learning achieved this week by new unforeseen experiences or specific incidents which took place not related to your learning objectives for the week.

List tentative learning objectives you would like to achieve next week.

Please list and describe any questions or problem areas you would like some help with from your Professor or Cooperative Education Coordinator.

EMPLOYER'S EVALUATION

(To be filled out by employer)

The employer will please express his candid opinion of this student as a worker in his employ. Criticisms, and comments are earnestly solicited. This information will be utilized by the coordinator for evaluation and the guidance of the student.

RELATIONS WITH OTHERS

____Exceptionally well accepted
____Works well with others
____Gets along satisfactorily
____Has some difficulty working with others
____Works very poorly with others

ATTITUDE-APPLICATION TO WORK

____Outstanding in enthusiasm
____Very interested & industrious
____Average in diligence and interest
____Somewhat indifferent
____Definitely not interested

JUDGMENT

____Exceptionally mature
____Above average in making decisions
____Usually makes the right decision
____Consistently uses bad judgment

DEPENDABILITY

____Completely dependable
____Above average in dependability
____Usually dependable
____Sometimes neglectful or careless
____Unreliable

ABILITY TO LEARN

____Learns very quickly
____Learns readily
____Average in learning
____Rather slow to learn
____Very slow to learn

QUALITY OF WORK

____Excellent
____Very good
____Average
____Below average
____Very poor

ATTENDANCE: Reg. _____ Irreg. _____

PUNCTUALITY: Reg. _____ Irreg. _____

OVERALL RATING: Excellent _____ Very Good _____ Average _____ Marginal _____ Poor _____

COMMENTS: _____

_____

_____

Signed _____
Company Representative

This report has been discussed with the student YES_____ NO_____